NEA Today
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# Key Elementary: The Best School In the Country?

see page 10

## PRESIDENT'S VIEWPOINT

# An American Opportunity

"America is another name for opportunity." So wrote historian Frederick Jackson Turner at the dawn of the 20th century. Today, in the twilight of the 20th century, we hold tight to this belief. At least we try to hold tight.

But right now, that's a struggle. The evidence for Turner's claim grows weak. The counter-evidence grows strong.

Poverty grips one of every four children under the age of six. Malnutrition weakens young bodies and clouds young minds. Hunger stills youthful laughter. Babies cry the cries of addicts withdrawing from crack.

This, too, is America—the America produced by a decade of policies that brutalized millions of our children.

But the government that created these conditions can cure these conditions. In this sense, America remains a name for opportunity. We still have the opportunity to ease the pain and quiet the cries of America's children. We still have the opportunity to create an America where every child knows the blessings of liberty—and the blessings of learning.

This past July 4, at our annual NEA Representative Assembly, your 8,500 elected representatives pledged their allegiance to this goal. And as we moved to translate your will into policy, we never for a moment forgot that this year—1991—marks the 200th anniversary of the Bill of Rights.

That's why, in my keynote address, I called on America's elected leaders to affix their signatures to a declaration of independence for our dependents.

*NEA President*
**Keith Geiger**

All children deserve independence from fear, from loneliness and homelessness, from violence and poverty, and bigotry. They will know this freedom only if our government forges and enforces a bill of rights for children.

I presented the provisions of this document to your assembled representatives. Let me now share it with you.

*We, the People of the United States, in order to achieve a more perfect union, fulfill our moral obligations, further our founding ideals, and preserve the blessings of liberty, do hereby proclaim this Bill of Rights for Children.*

*I. No child in our land of abundance shall want for plentiful and nutritional food.*

*II. In a society as advanced as ours in medical science, no child shall be denied medical care.*

*III. Whereas security is essential to a child's healthy development, every child shall be guaranteed the basic security of a place to live.*

*IV. To ensure the fulfilled potential of the individual and the nation, every child shall have the right to a quality education.*

*V. The government, whose role is to protect and defend at all levels, shall safeguard every child from abuse, violence, and discrimination.*

These rights are within our capacity to deliver. And in demanding deliverance, we do not stand alone. For what was once a quiet choir has become a thunderous chorus. And that chorus is now the voice of America.

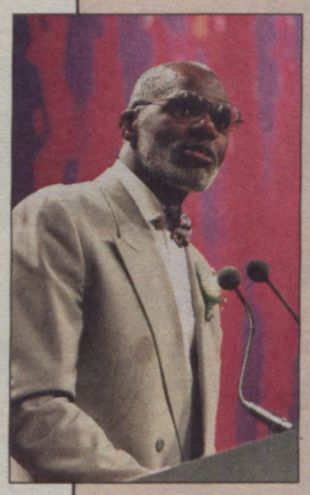
We hear the voice of America in the words of President Bush and our nation's governors: "By the year 2000, every child shall begin school ready to learn."

We hear the voice of America in the words of the latest report from the Council for Economic Development: "Unless we improve the way we invest in our most important resource—our nation's children—we are jeopardizing America's survival...and condemning much of a new generation to lives of poverty and despair."

We hear the voice of America in the words of the National Commission on Children, a 34-member bipartisan commission appointed by President Reagan, President Bush, and congressional leaders: "We view this expenditure [$52 billion annually on behalf of children] as an investment in the human capital of the nation....It is America's down payment on the twenty-first century."

The voice of America we hear today is a voice at last attuned to the wisdom of the anthropologist Margaret Mead: "The solution of adult problems tomorrow depends upon the way our children grow up today. There is no greater insight into the future than recognizing that when we save our children, we save ourselves."

The voice of America must be heard and must be heeded. Then—only then—America shall again be a name for opportunity. And then, having saved our children, we shall have saved ourselves, and we shall have saved America.



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Cover photograph by Tom Strickland


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NATIONAL NEWS

# What Should Students KNOW WHEN?

***Subject area associations are starting to define the answers to these crucial questions. The goal: a clearer, more precise description of what students should know and be able to do.***

Are kids learning what they should be learning? One way to find out is to measure student progress against a set of standards. The question is: Who should set those standards?

Organizations representing the various disciplines believe they're in the best position to judge what kids should be learning and when. About a year ago, representatives from 15 of these groups met and exchanged strategies at the First National Curriculum Congress.

NEA representatives were there, too, as were observers from government agencies and foundations, and specialists working on the role of curriculum in school restructuring.

Heading up the meeting were Judith Renyi, director of the Rockefeller Foundation's Collaboratives for Humanities and Arts Teaching program, and Rexford Brown, director of the MacArthur Foundation's Policy and the Higher Literacies project at the Education Commission of the States.

Renyi explains that although many of the discipline groups had issued their own reports calling for sweeping reform, there hadn't been much cross-subject communication. The meeting was a chance to begin that interchange.

Since then, NEA staffers have been meeting informally with people from several of the subject groups and from other groups concerned with education standards. The idea is to bring curriculum and instruction into the school improvement debate. Another meeting of the Curriculum Congress was set for August, at NEA press time.

**Some of the most detailed and comprehensive standards to date have come from the National Council of Teachers of Mathematics. The NCTM standards are the only ones from a subject area organization to be endorsed by NEA.**

"Our world has witnessed the convergence of two major transformations: the revolutions in technology and information," notes NCTM President Iris Carl. "In response, mathematics—the *language* of dramatic change in the modern world—has taken new directions. But mathematics *education* hasn't kept pace."

The NCTM standards aim to correct that. They rest on a broad foundation of goals: that students learn to value mathematics, to reason mathematically, to become confident of their mathematical abilities, and to become competent mathematical problemsolvers.

"The specific standards aren't a curriculum," says Carl. "Rather, they offer criteria against which mathematics curriculums can be judged."

NCTM

***"Mathematics—the language of dramatic change in the modern world—has taken new directions. But mathematics education hasn't kept pace."***

*—Iris Carl, President National Council of Teachers of Mathematics, who supports changes in subject area standards*

NCTM's work has already been recognized. The National Assessment of Educational Progress—guided by the U.S. Department of Education's National Assessment Governing Board—has revised its exam to reflect the curriculum consensus in NCTM's standards. (The NAEP is given to a random sampling of fourth, eighth, and twelfth graders every few years.)

Carl has also described the NCTM standards before the National Council on Education Standards and Testing. The Council's parent group, the National Education Goals Panel, was appointed by President Bush to determine how best to measure progress toward the six National Goals. NEA President Keith Geiger and Association member and 1989 Teacher of the Year Mary Bicouvaris serve on the Council.

**Another subject area organization,** the National Science Teachers Association (NSTA), has proposed radical changes in science curriculums.

NSTA proposes that students study science every year—from kindergarten through 12th grade—and that tests measure their depth of understanding rather than merely query them on terms and facts.

"Our country is almost the only one in the world that, in the early school years, separates out those students we deem will become scientists," says NSTA Executive Director Bill Aldridge.

"We look upon students who enroll in even three years of high school science as future scientists or engineers," adds Aldridge. "But in every other industrialized nation, *all* students study *at least* three years of high school science."

When students learn science thoroughly in grades K-12, Aldridge maintains, schools will produce more numerous and more skilled scientists and engineers, "with a better mix of the truly best and brightest from all racial, ethnic, and gender groups, while simultaneously preparing a scientifically literate citizenry."

The National Council for the Social Studies is another subject area organization that has formulated a model.

The document says that the social studies knowledge base must draw from every discipline and curriculum area. Essential sources of content include history, geography, civics and government, economics, behavioral sciences, culture, democratic values and beliefs, thinking skills, and civic participation.

Other subject area organizations are also entering the standards debate. And all the groups are meeting to discuss common aims and possible advantages of working together or—either jointly or singly—with local, state, and national reform efforts.

"We're pleased these groups representing various disciplines have joined the debate about content standards and assessment methods," notes NEA President Keith Geiger. "Their input is absolutely essential if we're to redefine what and how students are to learn."

*—Diane Dismuke*

## HEROES & ZEROES

Three cheers to **Surgeon General Antonia Novello** for her campaign against companies that package and market alcoholic beverages to lure teens and minorities. Last year, she went after Cisco, a fortified wine (20 percent alcohol) packaged to look like a wine cooler.

A recent survey of teens showed less than one in six knew Cisco contains more alcohol than beer or malt liquor. Novello won that one; Cisco's producers agreed to change its packaging. Novello's current campaign is against PowerMaster, a "potent new malt liquor beverage" (5.9 percent alcohol).

Novello recently called on the marketer of the product to "scrap a sales campaign that appears targeted at minority customers."

A rotten razzberry to a few **Wauconda, Illinois, parents** who are unfortunate exceptions in the welcome movement to bring parental involvement back to school. They're complaining about a new school policy that requires every student "to read one book over the summer."

One mother, whose daughter was told she had to read a 400-page book before she could enter 8th grade this fall, protested the policy "because it would jeopardize the family's vacation."

Welcome words from **J. Richard Munro**, retired chair of Time Warner Inc.: "In fact [when inflation is taken into account] both average and starting teacher salaries today are no better than they were in 1972....We will never achieve our ambitious educational goals if we pay the teachers of our young no better than we pay paralegals, paramedics, and prison guards."

This month's No-Wonder-We're-Not-Winning-the-War Award has got to go to the state of **Georgia**. Georgia has the highest infant mortality rate in the nation, but the state plans to return—unused—$2 million (of its $81 million allotment) to the federal Women, Infants and Children (WIC) supplemental food program this year.

Georgia's WIC program reaches only 200,000 of the 359,000 people eligible for assistance.

# THE BIG

## Why Your School District Can't Fund Quality Education

### THE PROPERTY TAX TRAP

**1:** Want to know why your school is underfunded? There's no better place to start than the historic backbone of school finance in the United States, the local property tax.

If you live in a community without much property wealth, no one has to tell you what dependence on the local property tax means to America's schools. The property tax dooms schools in lower-property-value communities to second-class status.

This reality, of course, isn't new. What is new are the changing demographics that have made property taxes a more unstable source of school revenue than ever before, even in districts with higher-than-average property values.

Today, only 23 percent of households have children enrolled in the public schools. Between 1970 and 1988, the proportion of American households with children under 18 dropped from 45 to 35 percent.

At the same time, Americans are moving much more frequently than they did in the past, and frequent moves mean less commitment to community life—and community schools. In the average year, more than one family in six, about 18 percent, now changes address.

Households without children or deep community roots are typically not very likely to support higher local property taxes.

**A 1989 National Survey: Which Tax Is the Least Fair?**

| Local property tax | State sales tax | State income tax | Federal income tax |
|---|---|---|---|
| 18% | 10% | 27% | 32% |

### STUDENTS WHO NEED EXTRA ATTENTION

**2:** The local property tax, even given its considerable unpopularity, might still be an adequate source of school revenue if America expected no more from schools than what schools delivered years ago.

But today's schools must do far more than teach reading, 'riting, and 'rithmetic. Contemporary schools face an ever-broadening range of responsibilities.

Public schools, in fact, have become the nation's number one battleground in the struggle against the ills that ail America: homelessness, drugs, poverty, teenage pregnancy. Few schools are immune.

Consider the phenomenon of children having children.

**Birth Rate Among Unmarried Women Ages 15-19**

| Year | Per 1,000 Births |
|---|---|
| 1970 | 190.4 |
| 1987 | 293.0 |

Schools can't ignore these problems and succeed. But these problems transcend school district boundaries. Schools can't solve national problems with local resources.

### NEW IMMIGRANTS, NEW RESPONSIBILITIES

**3:** The turn of the century saw America's greatest wave of new immigrants. But schools of the time made little effort to meet the needs of these recent arrivals. Most immigrant children dropped out.

The 1980s saw America's second-greatest wave of immigration. This time around, schools understand their responsibilities to help immigrant children learn. Those responsibilities carry a price tag that local school districts in high-immigration areas are hard-pressed to meet.

**The Growing Numbers of Limited-English-Speaking Children**

| Year | Limited-English-Speaking Children, 5-14 |
|---|---|
| 1980 | 2.4 million |
| 1990 | 2.8 million |
| 2000 | 3.4 million (projected) |

### STATE REVENUE AND THE RECESSION

**4:** State governments are now the largest source of funding for public elementary and secondary schools. Over the last 10 years, states have upped their contribution to America's schools by $56.2 billion.

Will states be likely to continue increasing aid to education in the 1990s? Only with great difficulty. States rely on sales taxes and, in most cases, personal and corporate income taxes for their revenue. But the recession has flattened retail sales and substantially lowered corporate incomes. Personal incomes are down, too. In fact, real wages for American working people are down 13 percent from their 1973 level.

The bottom line for state governments: a revenue crunch. In 1991, 28 states have so far reported revenue shortfalls that total over $9.5 billion.

How long will the current recession impact state budgets? A lot longer than necessary. In earlier recessions, the federal government spent billions to help communities jumpstart their economies.

But federal spending cutbacks of recent years have largely eliminated these recession-buster programs. In the 1981-82 recession, two federal aid programs—revenue sharing and urban development action grants—poured $5 billion into depressed local economies. Both these programs no longer exist.

**Elementary and Secondary Education: Who Pays?**

| Local | State | Federal |
|---|---|---|
| $96.9 billion | $107.6 billion | $13.5 billion |
| 44.5 percent | 49.3 percent | 6.2 percent |

### THE MEDICAID MUDDLE

**5:** The federal government could help state governments cope with current revenue shortfalls by picking up more of the costs of the public services states provide.

In reality, the federal government is doing the reverse—forcing states to pick up more costs for needed public services. The prime example: Medicaid, the program meant to insure health care for 27 million lowest-income Americans.

Between 1987 and 1990, the share of state expenditures spent on Medicaid soared 20 percent. Medicaid now accounts for $1 out of every $7 spent by states. Why are Medicaid costs rising so fast? The United States is the only industrialized nation in the world, besides South Africa, without a national health care system that can effectively control medical costs. Instead of a national system, the United States has 1,500 different private health insurers, and over 33 million citizens with no insurance at all.

The federal government's "solution" to the health care mess? Force states to pay ever-higher Medicaid bills.

*The data that appear above have been collected by NEA Research and the Economic Policy Institute of Washington, D.C.*

# SQUEEZE

**What gives? Two years ago, the President of the United States and the nation's governors met—for only the third time ever—and jointly pronounced education the key to America's future.**

**Now, America's schools are opening to widespread cutbacks and salary freezes, layoffs and austerity budgets. Why? If education is so important to America's future, why don't schools have the resources they need?**

**At one level, the answer is simple arithmetic. Costs outrun revenues.**

**At a deeper level, the answer is profoundly political. America can afford to adequately fund education. All it would take is a commitment to rethink how our schools are funded and how our tax dollars are spent.**

## 6: PASS-THE-BUCK MANDATES

If the health care problem were the only buck the federal government passed to states, state governments might still be able to afford to fund quality education.

The federal government, unfortunately, has made a habit of handing off budget responsibilities to the states. One example: the education of children with disabilities.

The 1974 Education of the Handicapped Act set a federal mandate that public schools provide free and appropriate education services to all children aged 3-21 with disabilities.

In 1991-92, meeting this important obligation will cost schools $52.5 billion. The federal government will pick up just $2.1 billion—4 percent—of the cost.

## 7: THE DISAPPEARING FEDERAL COMMITMENT

Special education is just one area in education where the federal government has failed miserably to pull its funding weight. The pattern has become disconcertingly familiar: The federal government identifies a need schools should address, then fails to provide the funding that would enable schools to meet that need. An example: To guarantee that compensatory education programs be available for all poor children, the federal government would have to increase its current Chapter 1 funding to local schools by nearly 40 percent.

Ironically, federal financial support for education has dropped as the number of headline-grabbing Presidential pronouncements on education has risen.

**The Shrinking Federal Contribution To Education**

| Year | Proportion of nation's K-12 educational expenses met by the federal government |
|---|---|
| 1980 | 9.2 percent |
| 1990 | 6.2 percent |

## 8: SHORTSIGHTED BUDGET CHOICES

So far, we've touched on two big reasons inadequate funding is squeezing education in your school district. One: costs are up because schools are trying to do more than ever before. Two: governments at the local, state, and federal levels aren't increasing aid to schools fast enough to meet the rising costs schools face.

But the squeeze isn't just a matter of rising expenditures and stagnating revenues. Schools are also feeling the pinch because America's political leaders are making the wrong budget choices.

Consider the fastest-growing domestic budget line item for governments at every level of American society: prison construction. Over the past decade, prison construction costs have soared by double-digit annual levels.

To fill these new prisons, the state and federal prison population rose from 329,821 to 771,243 between 1980 and 1990. How much safer have all these imprisonments left America? The Senate Judiciary Committee recently reported that the United States had the highest murder, rape, and robbery rates in the world in 1990.

Are still more jails the answer? Or might adequately funding education give young people an alternative to crime?

| Level of Government | Average annual percentage increases for prison construction, 1979-89 |
|---|---|
| Federal | 33 percent |
| State | 12 percent |
| Local | 14 percent |
| Total increase in funding for prison construction, 1979-89, all government levels | 237 percent |

## 9: WANTED: NEW PRIORITIES

What's more important to America's future? Subsidizing the defense of nations that can afford to defend themselves or spending our tax dollars to better educate America's young people?

The United States today is spending over $150 billion a year to defend the nations of Western Europe, nations that are economically equipped to pay for their own defense, especially since the Cold War is now over.

The United States, incredibly, still pays more money preparing for war in Europe than all America's European allies combined!

The $150 billion of U.S. tax dollars that now go to defend NATO nations in Western Europe is more than five times the $29.8 billion of U.S. taxpayer dollars President George Bush asked for America's schools in his fiscal year 1992 budget request!

## 10: TAX INJUSTICE

We can make more funding available for America's schools in two ways. One would be by changing government spending priorities—and spending more money on children and education.

The other way would be to increase government revenue. That's not easy to do, because taxpayers don't like paying more in taxes.

Over recent years, despite the "no new taxes" pledges of the nation's top elected officials, most Americans *did* pay higher taxes—most Americans except the very wealthy. The tax burden on America's wealthiest taxpayers has actually decreased.

If the wealthiest 1 percent of America's taxpayers had paid their 1990 taxes at the same effective tax rates as in 1966, revenues to America's federal, state, and local governments would have increased by over $77 billion, enough to triple current federal aid to local schools.

Tax breaks for the wealthy anger average taxpayers, and this frustration, in turn, is exploited by politicians, who campaign against taxes in general. The result? The passage of artificial limits on tax revenue.

**Effective Rates of Federal, State, and Local Taxes, 1966-1988**

| | 1966 | 1988 |
|---|---|---|
| Poorest 10% of taxpayers | 16.8% | 16.4% |
| Fifth (or middle) 10% | 22.8 | 23.9 |
| Richest 5% | 32.7 | 27.4 |
| Richest 1% | 39.6 | 26.8 |

## HUMAN RIGHTS

# Gulf War Spawns Anti-Arab Sentiment

***As emotions rose during the Gulf War, Arab-Americans in some parts of the U.S. felt some of the heat meant for the nation's adversary.***

Thirty-seven years ago Suad George came to this country from Iraq. Today, she's a bilingual English-Arabic teacher in the Detroit suburb of Oak Park.

NEA member Theresa Sitto was born in Michigan of Chaldean ancestry. With her husband and three children, Sitto visited Iraq, homeland of the Chaldeans, for the first time last July—just before the Gulf crisis began.

The Detroit area is home to the largest and most visible concentration of Arabs outside the Middle East. George and Sitto are among the approximately three million Arab-Americans, who trace their origins to countries from Morocco on the Atlantic to Oman on the Arabian Sea.

Robert Chase

*Theresa Sitto and her daughters Jacinta, 7, and Olivia, 3, visited Iraq just before the Gulf War broke out.*

Sitto reports, "When we were in Iraq, people viewed the U.S. as the most respected, powerful country on earth. We were happy and proud to be Americans. Why did America have to destroy this country?"

But the war didn't stay in the Gulf. During the bombings, Detroit area Arab-Americans heard "bad-Iraqi jokes" called in to a Detroit radio station. In the *Detroit Free Press* they read about:

- a threatened attack with a high-powered rifle on an Arab American organization the day after the war began
- two people in combat fatigues opening fire on a Chaldean store owner as he approached his business
- the Detroit Police Department reporting dozens of threats of bombings or other violence aimed at Arab American business owners.

Arab-American students felt the anti-Arab sentiment as well. At Dearborn's Fordson High School, where half the student body is of Arab descent, students faced a bomb threat. At games, their basketball team, 11 of whose 13 members are Arab-American, faced chants like "Go back to Saudi Arabia. You're not wanted here!" Not only had their opponents forgotten which Arab country was the enemy, but 95 percent of Fordson's students trace their descent from Lebanon, which wasn't involved in the conflict.

**Nearby Arab-American** communities like Oak Park had a very different experience. Oak Park residents are predominantly Chaldeans—Christian Iraqis who speak Aramaic and Arabic. Like many other immigrants, they came to the United States in search of greater religious freedom, further education, and financial opportunity.

"We had no problems with discrimination whatsoever," notes NEA member Suad George, crediting much of the community harmony to the school superintendent. At the outset of the war, he directed school staff to keep the media away from students and to allow political discussions only in the classroom. Teachers were sensitized to the mixed and painful feelings of their students.

The school system also sponsored a half-day conference on the Middle East, with speakers from ethnic and community organizations and colleges.

The Oak Park experience has not been typical. The American Arab Anti-Discrimination Committee (ADC) reports that over the past year there has been a great increase in harassment of Arab-Americans. In August 1990, when U.S. troops were deployed in the Middle East, reports of anti-Arab harassment jumped to 100 times the average monthly level.

But the Oak Park experience does show what rapid and intelligent school action can do, not only to ease student tensions, but to maintain the harmony of the community.

*—Melissa Etlin*
*NEA Human and Civil Rights*

***For more information***

**American Arab Anti-Discrimination Committee,** 4201 Connecticut Ave., N.W., Washington, DC 20008. 202/244-2990.

**Anti-Discrimination League of B'nai B'rith,** 823 United Nations Plaza, New York, NY 10017. 212/490-2525.

**Arab Information Center,** 747 Third Ave., New York, NY 10017. Curriculum on Arab Civilization. 212/838-8700.

**Outreach Coordinator, Center for Contemporary Arab Studies,** Rm. 485 Intercultural Center, Georgetown University, Washington, DC 20057. 202/687-6176.

**Third World Resources,** 464 19th St., Oakland, CA 94612. 415/835-4692.

**Middle East Studies Association,** 32 N. Cherry Street, Tucson, AZ 85721. 602/621-5850.

***More resources:***

**Interlink Publishing Group,** 99 Seventh Avenue, Brooklyn, NY 11215. Free 20-page Middle East book catalog.

*Islam*, a 600-page resource book for grades 7-12. National Textbook Review Council of Arcadia, P.O. Box 3141, Arcadia, CA 91066. 818/446-7188.

## WASHINGTON WATCH

# Courting Disaster

An Association activist and leader for the past 25 years, NEA Executive Director Don Cameron has a keen interest in the Supreme Court. **NEA Today** staffer Stefanie Weiss recently asked him about Supreme Court developments.

**You're a former teacher, not a lawyer. When did you become a Supreme Court buff?**
I was an American history teacher, and I've always been a political junkie. I came of voting age during the early years of the Kennedy administration, so I was interested in Kennedy's Supreme Court appointments. Add all that together, and I guess you get a Supreme Court buff.

**A few years ago, you warned about the possibility of an anti-public education majority on the Supreme Court. Have your worst fears come true?**
I'm afraid so. I've always felt that the key to the Supreme Court is the election of the President of the United States. So I've been extremely concerned that eight years of Ronald Reagan and four years of George Bush would be catastrophic for everything we've worked for in the areas of civil rights and individual rights in the last 30 years. There isn't anything we can do about those already on the Court. The worst part is, the ones who've been appointed recently are relatively young, and they're going to be on the Court for another 25 or 30 years. That takes us well into the next century.

**What scares you most about what the Court has done—or may do?**
I see a swing away from the rights of individuals and toward property rights. Instead of concerns about how individuals or groups of individuals are treated, the swing is toward concern for how corporations and institutions, including government, are treated. That's very dangerous.

**How can NEA members influence action on the Clarence Thomas nomination—or any future nomination?**
NEA members have an obligation to scrutinize each nominee to the Supreme Court. Whether an appointee is conservative or liberal, we have to make sure he or she has the qualifications for the job and an understanding of individual and human rights. The practice of scrutinizing the Supreme Court is an honorable tradition: after all, in the first 200 years of our history one Supreme Court nomination in five was rejected or withdrawn.

# Local Look

WYOMING

## Mineral Audit Gamble Pays Off

School employees in Sweetwater County got a $1,300 bonus last June, because the Sweetwater Education Association planned ahead three years ago.

In 1988, negotiations between the Association and the Sweetwater County school district ended up in mediation. SEA had to take a salary freeze.

Concurrently—but with no immediately obvious linkage—the state legislature had ordered an audit of mineral taxes paid by the mining industry. Officials speculated that the audit would mean an eventual windfall for the state's school districts, which receive the proceeds of the mineral taxes.

SEA's negotiators bargained a provision that any proceeds from the audit coming to the Sweetwater district would go to salary increases for the 864 staff members then working there.

"We took a chance that the audit would pay off," says SEA negotiator and NEA director Jennie Bonham. "It's turned out to be a gold mine."

ARKANSAS

## Classrooms in the Community

In recognition of National Teacher Day last spring, the Fayetteville Education Association hosted a "Community in the Classroom" observance which was— speaking more literally—about Classrooms in the Community.

This year's observance took a new twist when a second-grade classroom moved (desks, students, and chalkboard) into the lobby of the First National Bank in downtown Fayetteville. Students devoted their time to regular classroom instruction as well as listening to bank officials and taking a tour of the bank.

A high school journalism class spent the day at the offices of the *Northwest Arkansas Times*. There students were assigned to work with newspaper personnel in all departments—from news to advertising.

According to Fayetteville Education Association member Mimi Blackwood, chairperson of the event, some 40 volunteers came into the schools as well.

A MICHIGAN BREAKTHROUGH

Marc Piscotty

*Some of the Muskegon, Michigan, school cafeteria workers who'll be "running the show" in a one-year pilot test.*

## Cafeteria Workers To 'Run the Show'

Twenty-two NEA members in Muskegon, Michigan's Reeths-Puffer school district will participate this year in a unique experiment that may have national implications for all school employees. The food service workers will, as cook Sue Wiggers says, "run the show."

They'll handle their own budgeting, scheduling, ordering, menu preparation, food preparation, in-service training, and quality control. They'll deal with problems through the business office, the personnel office, or the superintendent's office. They'll even submit monthly progress reports directly to the school board.

It's all part of a one-year pilot program—an opportunity to guide their own fates that members of the Reeths-Puffer Education Support Personnel Association earned.

"For years, the administration here has been looking at cutting management costs," Wiggers explains. "This year, when they decided to consider subcontracting food service management, we took the opportunity to say, 'Hey, listen, why don't you let us run the program?'"

Wiggers says she and her colleagues have been preparing for this chance. They've been certified by the Michigan Food Service Association. Several have taken management classes. Most were active in the district's recent strategic planning sessions.

And they've been trying new things, explains food service assistant Molly Drost. They've started a pilot breakfast program and a catering sideline, providing food for sports banquets, school luncheons, and evening meetings.

Last spring they submitted a detailed proposal, explaining how they planned to serve 2,000 kids every day with a budget just over a half million dollars.

They included several more new ideas, Drost says, like a high-carbohydrate, low-fat menu for athletes, lunch delivery to staff members of a local corporation, and a program incorporating vocational education students into the food service operation for an hour a day.

Over the summer, two nationally-known subcontractors made slick presentations to the school board. Wiggers and Drost made their simple presentation last. On July 8, the board voted to keep the work in the Reeths-Puffer family.

"I never in my wildest dreams expected something like this could happen," says an ecstatic Drost, crediting support from the state and local Associations and the school superintendent and his staff.

"I think this is going to be a first," says Wiggers. "I know we can make it work. And if we can make it work, chances are a lot of other people can make it work, too."

OHIO

## Master's That's Made To Order

If Euclid teachers want to get a master's degree, they don't have to look further than their own local Association for help.

The Euclid Teachers Association arranged with nearby Ashland University to create a custom-made master's degree program for Euclid educators. The 35-semester-hour program stresses coursework in cooperative learning strategies.

ETA developed the program after an informal poll showed member interest. ETA Vice-President Tom Gilliotti then contacted area universities. Ashland immediately agreed to do it.

To make it even easier for ETA members, Ashland professors agreed to teach some of the courses at Euclid Central Middle School, saving ETA members a 70-mile commute. Class participants also get a tuition discount as long as enrollment remains above a certain number.

IDAHO

## Small Merchants Offer Big Dividends

There's nothing new about large food store chains offering computers to schools in exchange for grocery receipts. But the Teton Education Association has gotten small businesses to pitch in, too.

In the beginning TEA members were buying from large merchants in a neighboring community, hoping to earn enough receipts to get computer equipment. Local merchants complained their own sales were suffering as a result.

The solution: the local business association agreed to offer a computer to the district in exchange for $50,000 worth of receipts from local businesses.

Not only did students and teachers surpass that amount—prompting merchants to donate a second computer—but the campaign was so successful that merchants are interested in sponsoring another next year.

PENNSYLVANIA

## New Shield for Poor Kids

Some 12.5 million U.S. kids don't have health insurance, and Pennsylvania has a full share of that number. Now Pittsburgh-area NEA locals are working to get insurance protection for some of those youngsters.

Here's how it works. Blue Cross-Blue Shield usually charges $156 to cover one child for one year. But now, for every $156 a local raises, BCBS has offered to cover two kids whose families can't afford insurance.

Thirty-four locals in the Pennsylvania State Education Association's Southwestern Region raised over $14,000, says Phil Esno, PSEA regional communications cochair. The contribution, plus matching funds, will cover more than 183 youngsters. The Norwin Education Association alone raised over $3,400.

# State Side

ILLINOIS

## New Law To Ensure School Improvement

With the support of the education and business communities, the Illinois legislature recently passed landmark legislation to identify and assist schools that need improvement.

Under a new law, a lack of improvement in student scores on a statewide test will trigger a complete review of such things as school climate, curriculum, and administrative leadership by the Department of Education.

Working with school staffs, the Department will then help develop improvement plans.

"This law gives teachers more of a voice, and changes the role of the Department," explains IEA President Lee Betterman. "I'm excited that the Department will now spend time improving education for students, not just monitoring."

If, after a set period of time, schools don't show improvement, the Department has additional power to intervene.

IDAHO

## Instruction Measured In Hours, Not Days

The 1991 Idaho state legislature has changed the instrument that measures instruction time from days to hours.

Starting this year, the state's minimum requirement—formerly 180 days—is: 450 hours for kindergarten, 810 hours for grades 1-3, 900 hours for grades 4-8, and 990 hours for grades 9-12. Not included in the hourly count are noninstructional functions like recess and lunch.

"There may be problems," says Idaho Education Association President Dick Chilcote, "for example, where a local has bargained the length of the school day or where a school contains grades 7-12 and must work with two sets of minimum hours—but we'll work out those situations as they occur."

TENNESSEE

## Education and Tax Reform Redux

After discussing the merits of Gov. McWherter's tax and education reform proposals, which would have added $325 million to the school budget, legislators went home—leaving education funding in a shambles.

K-12 schools face a $120 million budget cut because the recession has reduced revenues from the state's sales tax, one of the main sources of funds for education.

TEA leaders, fearing major school staff reductions if the cuts go through, have asked Gov. McWherter to convene another session of the legislature to deal with the budget crisis.

TALE OF THE TAX

## How Fair Are Your State, Local Taxes?

The answer to that question depends on where you live. Below is a list showing how much of a bite state and local government taxes take out of the incomes of a low-income (bottom 20 percent), middle-income (middle 20 percent), and rich (top one percent) family of four. Nationally, the income of the low-income family averages $12,700, the middle-income family averages $39,100, and the rich family averages $875,200.

| State | Low | Mid | Rich |
|---|---|---|---|
| Alabama | 11.9 | 8.5 | 5.1 |
| Alaska | 5.3 | 3.1 | 2.5 |
| Arizona | 14.3 | 9.6 | 7.6 |
| Arkansas | 13.2 | 9.4 | 7.9 |
| California | 14.1 | 8.8 | 10.6 |
| Colorado | 11.0 | 9.3 | 6.4 |
| Connecticut | 16.5 | 9.5 | 6.7 |
| Delaware | 7.4 | 7.0 | 8.4 |
| Florida | 13.8 | 7.6 | 2.7 |
| Georgia | 13.0 | 10.1 | 7.5 |
| Hawaii | 8.7 | 10.3 | 9.8 |
| Idaho | 12.8 | 9.6 | 8.8 |
| Illinois | 16.5 | 10.8 | 6.0 |
| Indiana | 4.8 | 9.9 | 6.5 |
| Iowa | 12.5 | 9.6 | 7.9 |
| Kansas | 13.2 | 9.7 | 6.8 |
| Kentucky | 12.5 | 10.0 | 8.0 |
| Louisiana | 14.1 | 9.6 | 6.5 |
| Maine | 12.4 | 9.4 | 10.2 |
| Maryland | 8.0 | 10.9 | 8.1 |
| Massachusetts | 13.6 | 11.3 | 8.9 |
| Michigan | 13.6 | 11.4 | 7.6 |
| Minnesota | 9.5 | 10.5 | 9.6 |
| Mississippi | 12.9 | 8.6 | 6.7 |
| Missouri | 13.0 | 9.1 | 6.0 |
| Montana | 7.1 | 7.4 | 7.0 |
| Nebraska | 16.9 | 11.5 | 8.6 |
| Nevada | 10.0 | 5.7 | 1.8 |
| New Hampshire | 12.7 | 7.6 | 3.8 |
| New Jersey | 15.2 | 10.8 | 9.7 |
| New Mexico | 13.1 | 9.4 | 8.6 |
| New York | 14.1 | 13.9 | 11.3 |
| North Carolina | 10.6 | 9.7 | 8.4 |
| North Dakota | 13.3 | 8.5 | 6.3 |
| Ohio | 13.4 | 10.0 | 9.6 |
| Oklahoma | 12.2 | 10.1 | 7.3 |
| Oregon | 9.8 | 10.5 | 9.9 |
| Pennsylvania | 15.9 | 9.8 | 5.5 |
| Rhode Island | 14.2 | 11.4 | 9.6 |
| South Carolina | 10.5 | 8.8 | 7.8 |
| South Dakota | 16.2 | 8.7 | 3.5 |
| Tennessee | 15.2 | 7.7 | 3.6 |
| Texas | 17.1 | 8.4 | 3.1 |
| Utah | 13.7 | 11.2 | 8.2 |
| Vermont | 7.11 | 9.2 | 9.6 |
| Virginia | 11.8 | 9.5 | 7.2 |
| Washington | 17.4 | 9.5 | 3.4 |
| West Virginia | 12.9 | 9.3 | 9.2 |
| Wisconsin | 12.3 | 13.4 | 8.5 |
| Wyoming | 9.0 | 5.3 | 2.4 |
| *U.S.* | *13.8* | *10.0* | *7.6* |

Source: *Citizens for Tax Justice, Washington, D.C.*

ARIZONA

## Association Is Indispensable

The Arizona Education Association and its local affiliates have made themselves indispensable to the smooth implementation of the new Arizona Student Assessment Program (ASAP).

ASAP is a state-mandated assessment package that replaces standardized multiple-choice skills tests with new problem-solving exercises—many developed locally. AEA trained more than 150 Association members in some 80 districts as ASAP specialists. They were so good that many won roles in district ASAP planning and in-service.

"The ASAP specialists have won us friends, especially in districts that didn't have much use for employee unions," says AEA president Darrell Guy.

"Also, it's good to have our locals work with their districts on a project that will have a major impact—positive, we hope—on how teaching and learning are evaluated," he adds.

NEW JERSEY

## Chalk Dust In the Sand

A day at the beach last spring was no picnic for members of the New Jersey Education Association.

The "City Beach Escapade," sponsored by NJEA's Environmental Education Committee, brought participants to Asbury Park, near the northern end of the Jersey coast, for a walking study tour of geology and "garbology."

Members walked along the beach, where they learned about the composition and origin of the sands as well as the sources and prevention of pollution.

One activity was unscheduled: "We didn't want the beach dirty, so we cleaned up as we walked," explains Jeannette Gifford of the Environmental Education Committee.

Workshops offered activities suitable for use with students at specific grade levels, from "The Tiny Litter Opera" (grades 2-6) to "The Environment and the Community" (grades 9-12). "Garbology on the Beach: Survey of Litter and Trash" was keyed to the full range, K-12.

"We want to let the kids know they can be activists in doing something positive," says Gifford, a science teacher at Kittatinny Regional High School.

VIRGINIA

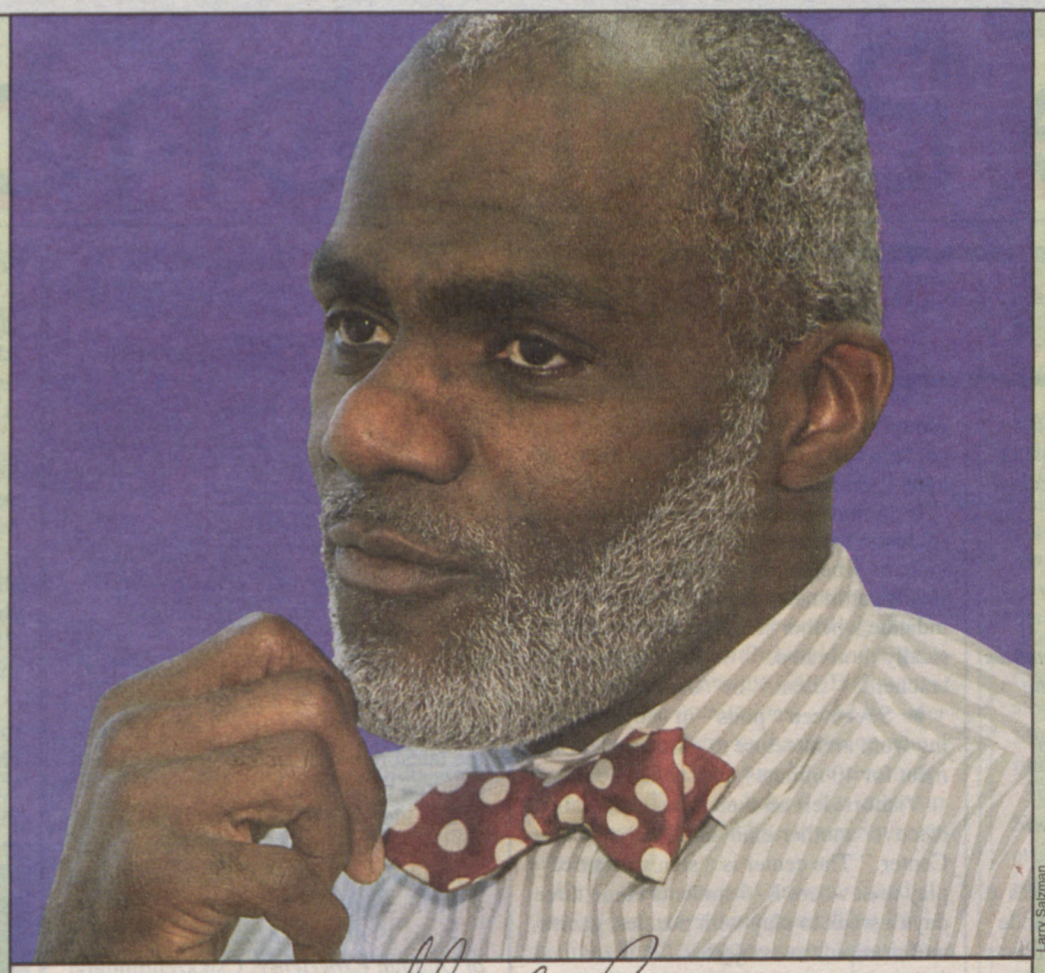
## Lawmakers Say VEA Leans Hardest

When it comes to lobbying, no one is more effective than the Virginia Education Association, say state legislators in a poll conducted by the *Norfolk Virginian-Pilot* and the *Norfolk Ledger-Star*.

In the overall ranking, tallied by the newspapers from the opinions of reporters and lobbyists in addition to the lawmakers, VEA placed sixth.

The first five—the banking industry, utilities, the beer, wine, and liquor industry, hospitals, and railroads—all heavily outspend VEA. Beer and wine distributors, for example, contributed more than $150,000 to state races in 1987, while VEA contributed just $35,000.

# Meet:




# A Friend in Deed

*The fifth floor office of Minnesota Assistant Attorney General Alan C. Page is sparsely decorated. The desk is covered with files and legal briefs, the window ledge lined with cactus plants and a photo of his wife.*

*Nowhere in his office are mementos recalling the days when Page (Number 88 in the photo below) wreaked havoc on the opposition as a fearsome member of the Minnesota Vikings defensive foursome, the "Purple People-Eaters."*

*Page is proud to keep it that way. Throughout his career, he's worked hard to tell kids "there's more to life than being an athlete."*

*He went to law school during his playing years. He's spoken at dozens of schools about the importance of education. And, in 1988, he created the Page Education Foundation, a scholarship program to encourage Minnesota's minority urban youth to go to college.*

*For his efforts, NEA this year awarded Alan Page its most prestigious honor, the Friend of Education Award.*

**NEA Today** *staff writer Anita Merina spoke with Page this summer in his St. Paul office.*

**Why did you create the Page Foundation?**
The Foundation was a way to make my induction into the Pro Football Hall of Fame meaningful. I wanted to send the message that education was the road to success and to forge a link between athletics and academics.

**Is that why you chose a high school principal to speak at your induction?**
There were a number of reasons I chose Willarene Beasley. We strive to be an inclusive society. What better way to stress that than by having an African-American woman, the principal of a high school and a non-athlete, speak at the Hall of Fame ceremony? I wanted to say there are so many role models besides athletes.

**Why is education so important to you?**
I grew up in Canton, Ohio, the youngest of four children. My parents were high school graduates who never had the opportunity to go to college but believed that if we were to become successful, we would need a college education.

**Were there any specific incidents that reinforced your interest in education?**
Growing up, I saw a lot of young men who were successful in high school and even college sports but ended up on a street corner in Canton. They hadn't been prepared for a life without sports.

But the incident that crystallized it for me occurred in 1978. I was playing pro football, had just graduated from law school, and had arrived at training camp as usual.

That year, we had a coach who wanted us to read the playbook to one another as an additional form of preparation. Well, out of nine people, three couldn't read, two had difficulty, and the rest of us did fine.

For the men who had difficulty, the reading problem didn't start when they were in their twenties. It began when they were in the first, second, third grades. They were simply moved through a system.

And for every player moved through the system, there must be many others—non-athletes and athletes alike—with the same problem.

**Who's at fault?**
There's a tendency to blame teachers. But we ask them to do what we'd never ask anyone else in society to do—and for next to nothing.

I can't imagine being a first grade teacher with a class of 35 children. And numbers are only one factor. You have to add in home life, apathetic parents, peer pressure, poverty, drugs.

Teachers face a monumental task, and we need to help. That's why I started the foundation.

**Are athletics over-emphasized?**
The easy answer is yes, but it's more complicated than that. We sell virtually every child—and African-American children in particular—the notion that athletics is the answer to their problems.

But not only is it not an answer, it's become a big part of the problem. We place athletes on a pedestal and almost force kids to look up to them.

**Don't you think athletes have a responsibility as role models?**
When I was young I resented being a role model because that wasn't why I got involved in athletics. Then I realized that, because of our status, athletes have the opportunity to be involved in creating positive change.

But remember, athletes are just like everyone else. Some are good, some are bad, and some are just trying to get by. Just because you're a "motor genius" doesn't mean you're a genius in everything else. You have to work hard.

**Should high school athletic programs have tougher academic standards?**
Standards are a quick and easy answer to a complex question. You can have all the standards you want, and you'll still have people who slip through the system. So standards alone won't help. You have to reach kids in the first and second grades. You have to create a community that actively supports learning.

**Page Foundation scholars are required to perform community service. Why?**
Coming from a minority group and a disadvantaged background, I believe there are problems that can only be solved by people. That's why Page scholars tutor younger children—to give them a helping hand.

**How do you feel about receiving the Friend of Education Award?**
I think it's great. I've received a number of awards throughout my career, but this is one of the important ones. It reinforces what I'm trying to accomplish. At the same time, it's even more important to me as a former athlete who's tried to link athletics and academics. How many defensive linemen get an award for their contribution to education?

**Are there any similarities between practicing law and playing football?**
I approach law the same way I approached playing sports. I prepare for every case as hard as I would any game. That's what I tell kids when I visit schools—set your goals, do your homework, get an education. It's the road you need to take to be successful.

Heinz Kluetmeier, *Sports Illustrated*

K·E·Y E·L·E·M·

# The Best School in

## Radical teacher-initiated reforms are redefining how and what students are learning.

Second grader Judi Williams looks straight into the uncompromising lens of a video camera and recites from her poem.

*"I am a pink sky*
*It is me.*
*I am way up high*
*Above a tree..."*

*After a round of applause, five classmates shoot their arms up in the air, waving madly for her attention.*

*"What made you think of this project?" blurts one.*

*"How does this connect with our theme, 'changes in time and space?'" asks another.*

This is just one form that learning takes at Indianapolis' Key School, site of a wide range of teacher-driven reforms that have overhauled the school from top to bottom. Education innovations thrive at Key because it's been teachers who've put them into practice.

Projects like Judi's represent the culmination of learning on an interdisciplinary theme. Each of the school's 160 students goes before the camera every nine weeks to show what he or she has learned—about as vivid a record of that learning as teachers can get.

"We keep a video portfolio of every child's projects through grade six," says primary teacher Beverly Hoeltke. Big brown folders store students' artwork. The teachers also take photographs, make audio tapes, and record written material on a computer disk. "We're trying to preserve as much of each child's growth process as possible," Hoeltke says.

Key School's achieved near-celebrity status over the past few years. *Child* magazine in its May issue cites Key as one of the nation's "ten outstanding elementary schools." In the past couple of years, both CBS and ABC have done major features on Key School. And *Good Health Magazine* (distributed in major newspapers) says the school "shows every sign of being an outstanding success." The school gets so many requests for visits from the news media and inquisitive peers that one day a week is designated for visitors.

What do visitors come to see?

► Daily instruction in music, physical education, art, computers, and Spanish in addition to the traditional curriculum. (Every child at Key plays an instrument.)

► Classes that are heterogeneously grouped, with first, second, and third graders, for instance, making up the "primary" grade.

► A nontraditional approach to grading students. Students get report cards that indicate whether their progress is rapid, steady, or in need of help. The cards also indicate whether students are "intrinsically motivated," "following the teacher," "silent," or "disruptive."

► Seventeen "pods" in subjects ranging from architecture to gardening. Pods meet for 40 minutes, four times a week.

Visitors, left on their own, eventually discover another innovation—the "Flow Center." The center is a semistructured play area where K-6 students come three days a week to play with puzzles, games, and manipulative objects.

The Center's teacher, Gwen Staten, brings order to the Flow Room, but her main job is to evaluate what students choose to do in the room. She completes a form, with specific criteria, to judge the degree to which each youngster is successfully engaged.

"There's a lot of learning going on here," Staten stresses. "I call it learning in disguise." She says that student play fosters kids' memorization, imagination, reading, problem solving, learning about colors, "and much more."

Staten's evaluations are part of the school's efforts to find out what makes their students tick intellectually—which takes us back to Key's beginnings.

**Key School is a teacher creation,** founded in 1987 by a group of eight teachers, the "Key Crew," who adopted the latest research on intelligence to help children build on their strengths.

The idea of a Flow Center, for instance, came from the theories of Mihaly Csikszentmihalyi, a professor of psychology at the University of Chicago.

In his 1990 book, *Flow: The Psychology of Optimal Experience,* Csikszentmihalyi defines flow as "the state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will do it even at great cost, for the sheer sake of doing it."

The school's design may bear the mark of Harvard's Howard Gardner (see sidebar), Csikszentmihalyi, and other theoreticians, but the day-to-day environment is of the teachers' making.

The 15-member staff has set uniformly high standards for Key as a research and development school. But sometimes the pursuit of those standards can be taxing.

"A lot of theories say, 'this is what should be done,' but they don't say *how* it should be done," says Beverly Hoeltke. "It would help if they said, 'you might try this, or you might try that.'"

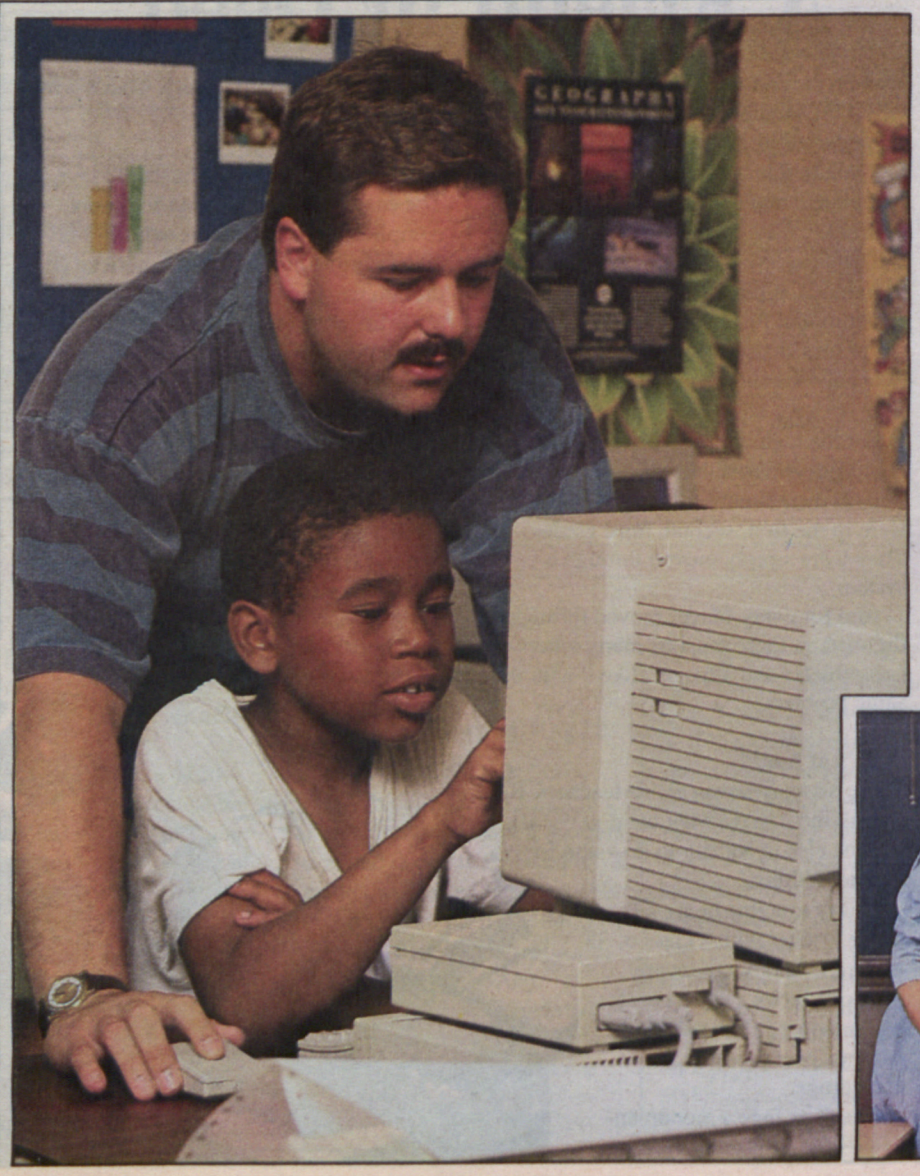
"I don't think anyone realizes how much work we put into revising and changing what we do," adds art specialist Kathy Calwell. "We're constantly searching and growing. It's just part of the climate and culture of the school."

Yet the vagaries of that culture are precisely what Hoeltke finds tough to cope with sometimes.

"Just when you think you've found the way to do something, we decide as a group to do it differently," she says. " For instance, it's been very difficult getting used to multi-grade grouping.

"We've been doing it for two years now, and I see a lot of advantages to it. When children are put in a large group and are able to do anything, some children achieve much more than I ever thought was possible. It's because they want to be just like someone they admire who's older, and they'll develop faster.

"But then some days it's so hard to



**(Right) Two heads are better than one? Relatively low pupil-teacher ratios enable computer specialist Jeff Harmon to work closely with students.**

**(Below) Intermediate grade teacher Hazel Tribble: "This place is mind-expanding, exciting, liberating!"**

**(Top right) Art Specialist Kathy Calwell believes the Key School is "making a difference."**

**(Bottom right) Musical intelligence is one of the seven intelligences nurtured daily at the Key School as music specialist Jean Eltzroth lends an approving ear.**

E · N · T · A · R · Y

# the Country?

come up with a task that they're all going to be interested in,'' Hoeltke continues. ''You want to challenge the older students without frustrating the younger ones. It's really difficult.''

Hoeltke also acknowledges a fierce disagreement among the teaching staff over what to do with students who—after three years—aren't mastering what they're supposed to.

''Research tells us that retention is wrong, but how can we pass a child who's not reading or writing at a proficient level?'' Hoeltke questions. ''This is an issue that we as a staff have not reached consensus about.''

The retention issue has also raised differences with the school district central office. District administrators came down on Key Principal Patricia Bolanos for the school's request for waivers for summer remediation.

''We ended up compromising,'' Bolanos says. ''The students will attend summer school to try to bring scores up to the required level. At that point I'll request waivers from retention.

''Unfortunately,'' Bolanos adds, ''the central office is using test scores as a means of determining the quality of programs, and we take issue with that.''

The school's pioneering spirit has also run up against a new superintendent, Shirl Gilbert, who so far has shown limited support for the school's site-based decision making efforts.

''Much of Gilbert's actions and behavior toward IEA and teachers has been regrettable,'' says Indianapolis Education Association President Brice Tressler. Recently, however, Gilbert has been making efforts to collaborate, Tressler notes.

The district's policy direction is important to the Key School because the school needs stable funding to keep going. With seven specialists and eight teachers on board, the Key School costs more than the average school to run.

Without more funds, the plan to expand Key School's programs through ninth grade could be jeopardized.

Key's supporters are rallying to its side.

''Anyone who supports us supports us because of our innovations,'' says Yvonne Donatto, the Key School's business/community liaison.

From the planning phase of the school, which was funded by the Lilly Foundation, to the current business advisory committee, there's overwhelming support for the school, Donatto says.

The people at Lilly who've closely followed the school's progress over the years are impressed.

''The Key School is educating children the way we *ought* to be educating children,'' says William Bonifield, vice president for education at the Lilly Endowment. ''Many of the innovations—like the interage pods—conform to the developmental stages of children and make for learning excellence. The Key School has come up with a model that I'd like to see replicated at other sites.''

Key School teachers are convinced they're onto something good. They're cautious about using too many superlatives to describe what they're doing, but there's an unmistakable feeling among the faculty that what they're doing is not just unique, but educationally sound.

''I do think we're one of the schools that's making a difference in education in this country,'' Key's Calwell sums up. ''And I think the things we're doing today are going to make a difference in the lives of children.''

Adds Spanish teacher Brenda Wiley: ''There's no school like it; I love it here.''

*—Victoria Lytle*

Photographs by Tom Strickland

**(Bottom right corner) The teachers who created the Key School: (from left to right: Beverly Hoeltke, Sharon Smith, (top) Kathleen Sahm, Pat Bolanos, Jean Eltzroth, Gail Harmon)**

## The Key Crew's Inspiration

*Howard Gardner*

''The Key School is the most innovative education experiment in the country,'' says Harvard psychologist Howard Gardner.

Gardner's interest in the Key School is more than casual. It was Gardner's 1983 book *Frames of Mind* that inspired the ''Key Crew'' to develop the theoretical framework for the Key School.

''Gardner's theory seemed to match what we'd observed about students,'' says intermediate teacher Sharon Smith. ''It seemed right to us intuitively.''

Gardner, who won a MacArthur Foundation ''genius'' grant in 1981, attacks the notion of ''generalized intelligence,'' identifying instead seven ''intelligences'' or areas of intellectual competence. Intelligence, according to Gardner, can be broken down into the following forms: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal.

The Key faculty's foray into educational research culminated with a bold move in 1984. They drove to Pennsylvania to meet with Gardner, who was working with local arts educators as part of his Harvard-based Project Zero. (At Project Zero, Gardner works with psychologist David Perkins and a 40-member staff to conduct a dozen different research projects on learning and assessment.)

At that initial meeting, Gardner agreed to review the teachers' curriculum as they created a school where multiple intelligences would thrive.

Today the curriculum at Key bears Gardner's unmistakable mark. But Gardner is quick to give credit where credit is due.

''It's not my school; it's what the Key teachers have created. And I'd give them an *A* for effort.''

The Key teachers' decision to give time to each intelligence daily, Gardner says, is different from what he might do to focus on students' strong suit each day.

''What's interesting about the Key School is that it was started by teachers, rather than Ted Sizer or James Comer or another expert,'' notes Gardner. ''I think the most impressive thing about it is the coming together of theme-based curriculum, projects, and videotaping.

''It shows,'' concludes Gardner, ''that the teachers are taking student growth seriously.''

*—V.L.*

# RESOURCES

## TV Tips

**Math...Who Needs It?**—*PBS, Wednesday, Sept. 4, 8-9 p.m. ET.* Back-to-school special with a new perspective on academic and career opportunities for those with good math skills. Features Bill Cosby and Jaime Escalante, among others.

This program is part of a week-long, prime-time PBS focus on critical education issues. Check Sept. 1-6 local listings.

**A&E Screening Room: Slaughterhouse Five**—*Arts & Entertainment Channel, premieres Thursday, Sept. 5, 9-11 p.m. ET and Sunday, Sept. 15, 3-5 p.m. ET.* Tale of Billy Pilgrim, a prisoner of war who travels in time, trying to understand the reality of his existence. Based on the novel by Kurt Vonnegut, Jr.

A&E

**Dinosaur**—*Arts & Entertainment Channel, Sunday-Wednesday, Sept. 8-11, 8-9 p.m. ET (closed-captioned).* Four-part documentary on dinosaurs, hosted by Walter Cronkite. Limited copies of a free study guide for grades 6-12 are available from A&E Community Development, P.O. Box 1610, Grand Central Station, New York, NY 10063-1610. *Dinosaur*, written by David Norman and published by Prentice Hall, is a companion book to this series. *(photo above)*

Eric Liebowitz

**Final Verdict**—*TNT Channel, Monday, Sept. 9, 8-10 p.m. ET.* Family drama set in the 1920s emphasizes the special relationship between a defense lawyer and his 10-year-old daughter. *(photo above)*

**David Wolper Presents: A Nation of Immigrants**—*Arts & Entertainment Channel, premieres Monday, Sept. 16, 8-9 p.m. ET.* Based on the book by the late President John F. Kennedy, this documentary highlights the contributions immigrants have made to the United States.

**In the Shadow of Love: A Teen AIDS Story**—*PBS, Wednesday, Sept. 18, 8-9 p.m. ET.* Also shown on *ABC-TV, Thursday, Sept. 19, 4-5 p.m. ET (After-School Special).* Adolescent drama about the reality of AIDS. For a free brochure, contact Trish Meyer, Outreach Associate, WGBH, 125 Western Ave., Boston, MA 02134 (617/492-2777, ext. 4299).

**Assignment Discovery**—*The Discovery Channel, every Monday-Friday, 9-10 a.m. ET.* Daily program that teachers may legally tape and retain for one year of classroom use. Each broadcast contains two uninterrupted documentaries and a "teacher's bulletin board" that provides news on upcoming programs and other items teachers may find useful.

For $100 a year, schools can receive a special Assignment Discovery Educators Kit, including a comprehensive management notebook for organizing a video library, a year's subscription to the channel's magazine, and other classroom materials. For information, contact Assignment Discovery, 10 N. Main St., Yardley, PA 19067 (800/321-1832).

**Storybreak**—*CBS, Saturday afternoons, 12:30-1 p.m. ET.* Animated stories based on books developed mostly for kids age six and over. Each program ends with "Read More About It" suggestions for other books. Bob Keeshan is host.

*These listings are provided by KIDSNET, a clearinghouse for children's TV and radio in Washington, D.C.*

# Schoolbreak Specials Reach Out To Teens

## Television Series Educators Can Use

Now in its ninth season, CBS SCHOOLBREAK SPECIALS are original, contemporary, one-hour dramas for pre-teens and adolescents that explore the conflicts facing today's youth. They have been developed with specialists in education, psychology, religion, and related fields.

Most CBS SCHOOLBREAK SPECIALS are part of the CBS/Library of Congress "Read More About It" project. Related reading lists are available from local libraries and CBS-affiliated stations.

Up to 300 copies of each first-run SCHOOLBREAK SPECIAL can be purchased by educators after the original broadcast. Contact: Martin Garcia, CBS, 7800 Beverly Blvd., Los Angeles, CA 90036.

**1991-92 Schedule of Air Dates**

| | |
|---|---|
| Oct. 22 | Dedicated to the One I Love |
| Dec. 3 | The Girl with the Crazy Brother* |
| Dec. 17 | Malcolm Takes a Shot* |
| Jan. 7 | Soldier Boys* |
| Jan. 21 | New program. To Be Announced (TBA) |
| Mar. 10 | Fifty Simple Things Kids Can Do to Save the Earth |
| Mar. 24 | New, TBA |
| April 7 | New, TBA |
| May 26 | No Means No* |

(*) Repeat

### Dedicated to the One I Love (cc)

An intimate relationship has unintended consequences for Amy, the high school yearbook editor, when she learns her ex-boyfriend, Ron, has died in a car crash. Should the yearbook staff memorialize him, even though he was on drugs at the time of the crash? Even more compelling is the personal crisis Amy faces when she learns that Ron, a drug abuser, had HIV infection.

**For Discussion**

**1.** Defend your reasons for believing Amy is a skillful or poor decision-maker in her roles as yearbook editor, Ron's girlfriend, Marilyn's and Peter's daughter, a person at risk for HIV infection, and future college student.

**2.** What kinds of information did Amy overlook or fail to consider before deciding to become intimate with Ron? How can teens best develop judgment skills, assess the implications of risk-taking behaviors, and act wisely when faced with moral or social dilemmas?

**3.** Where do you stand on the matter of dedicating the yearbook to Ron Sommerville? Explain the reasons behind your position and compare them with Amy's and those of opposing classmates. *(photo above)*

### The Girl with the Crazy Brother (cc)

*1991 Ohio State Award*

When her older brother Bill begins to act oddly at home and in public as a result of a mental illness, Dana McAllister faces more than normal teenage problems and adjustment to a new school. Her parents are preoccupied with themselves and Bill, which leaves her alone to reconcile compassion for her brother with the fears, embarrassment and self-image problems that stem from having a family member with schizophrenia.

**For Discussion**

**1.** Discuss Dana's contradictory feelings of fear, sympathy, repugnance, anger and guilt toward Bill. Identify effective and ineffective ways to cope with disparaging labels pinned on a family member who has a disability. What kind of community support is available?

**2.** To what extent does being the new girl in school affect Dana's response to Bill's illness? Identify and explain which of her personality characteristics, such as friendliness, will best help her weather the turmoil created by Bill's problems.

### Malcolm Takes a Shot (cc)

*1991 NEA Broadcast Award*

Malcolm "Silk" Jones eats, sleeps and dreams basketball, but his world crumbles after he has an epileptic seizure on the court. Too proud and fearful to reveal his condition, he quits the team and sets off on a destructive course before learning to take responsibility for his behavior and sacrifice some of his "stardom" to become a team player.

**For Discussion**

**1.** What effect did Malcolm's seizure have on the coach and players? What psychological stages did he go through before accepting his epilepsy and the responsibilities that go with it? How did his epilepsy bring him closer to being a team player than ever before?

**2.** What is epilepsy and what happens to the brain that can cause convulsive seizures? What can you do to help a convulsing person avoid injury? Why was Malcolm warned to stay away from alcohol?

### Program Resources

*Resources for Educators: July 1991*, an annotated bibliography on HIV prevention and reproductive health. Send $3 to The Center for Population Options, 1025 Vermont Ave., N.W., Suite 210, Washington, DC 20005, 202/347-5700.

Free Mini Reading/Resource Catalogue from National Alliance for the Mentally Ill, Children and Adolescent Network, 2101 Wilson Blvd., #302, Arlington, VA 22201, 800/950-NAMI.

*Epilepsy Fact Sheet*, free from the National Information Clearinghouse on Handicapped Children and Youth, 800/999-5599.

*Hotline*, a paperback book series of four titles by Carolyn Meyer about a group of teens who form a hotline to help teens in crisis. Bantam Starfire Books, 1990-91.

**Saturday Mornings on CBS.** Watch this season when TEENAGE MUTANT NINJA TURTLES spout **TURTLE TIPS** each Saturday morning—humorous, fast-paced messages that tell youngsters how to respect and protect the environment. Topics include recycling, water, energy, animal conservation, solar power and gardening.

Credits: This guide, written by June Behrmann, M.Ed., for KIDSNET, the clearinghouse for children's audio, video, radio, and television, is a regular feature of *NEA Today*. We welcome your comments. Write to KIDSNET, 6856 Eastern Ave, N.W., Washington, DC 20012.

# IDEA EXCHANGE

## Baseball Cards a Hit

California teacher Judy Blue uses baseball cards to generate student interest and enthusiasm in math.

Her students at Lakeview Junior High in Santa Maria work in cooperative learning groups.

Based on the cards themselves or the information they contain, the kids solve problems ranging from simple arithmetic (How many baseball cards would it take to cover the classroom floor?) to statistical analysis (Does a California college graduate have a better chance of making the major leagues than a Connecticut high school graduate?).

Sometimes the kids consult additional sources to answer tough questions like, are there more left-handers in the major leagues than there are in the general population?

By charting their results, the students get visual answers to problems involving statistics.

Blue also suggests basing language arts assignments on the cards. A sample exercise: write a paragraph defending a player's bid for a multimillion-dollar contract.

## Happy Hallways

No gloomy tunnels in Wisconsin's Waunakee Middle School. Art teacher David Chalgren has added life and color to the school's hallways (photo above).

Chalgren's idea: hang framed art created by Waunakee students and professional artist-alumni. To make it happen, Chalgren helped his students produce works worthy of display. A grant from a local educational foundation paid for professional framing.

"The permanent, framed art in the halls not only improves the environment but serves as a historical record of our students and society," Chalgren says.

## Verbs Mean Action

San Diego kindergarten teacher Pam Geraci helps her students learn about verbs by having them act them out.

After demonstrating how it's done, Geraci selects one youngster to be the leader and has the others gather 'round. They watch while the leader recites, "A-E-I-O-U. Can you spell (or tell) what I do?"

The child then acts out a verb (hop, clap, wink), and selects a classmate to respond. If the response is correct, that child becomes the leader and repeats the process.

## Government Firsthand

Students in John Solberg's government classes at Mitchell (South Dakota) Senior High practice what they learn.

Solberg requires each of them to attend a public meeting of their choice.

Among the options: a weekly town meeting with state legislators, a political party meeting, a school board session, or a city council meeting. The kids then describe their experience to their classmates.

"Citizenship skills aren't automatically passed on," says Solberg. "We need to teach them and use them."

## Wanted: Ideas

***Have you a tried and true classroom idea to share with your colleagues?***

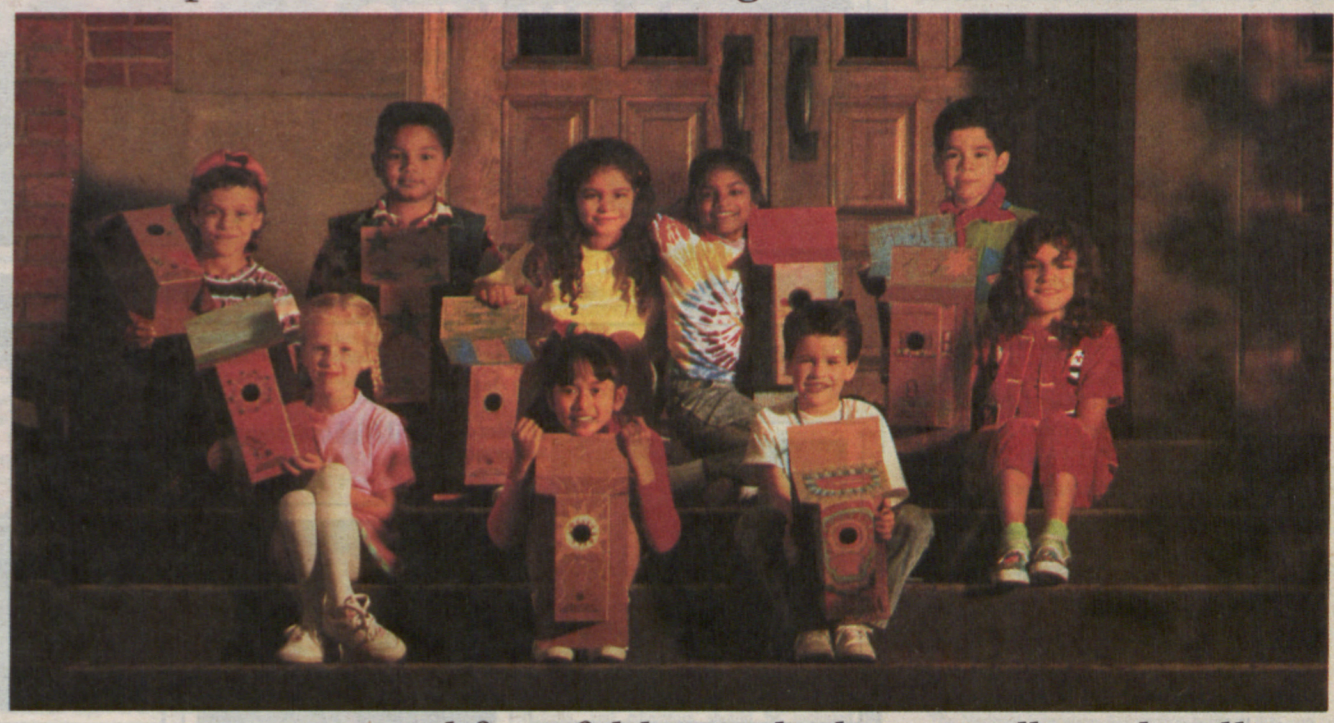
***We seek simple, yet clever, suggestions—ones that any educator could adopt with little effort—rather than schoolwide projects or year-long, involved curriculums.***

***Color photos are welcome and will be returned if you enclose a stamped, self-addressed envelope. We're sorry we can't acknowledge submissions.***

***Send your ideas—with the name of your local Association, and home and school phone numbers—to Idea Exchange,* NEA Today, *1201 16th St., N.W., Washington, DC 20036.***

To the birds, it matters very little that these boxes of recycled paper reflect a child's creativity and involvement.

But to the environmental education program that distributes these take-home nests, and Phillips Petroleum, who sponsors them, it matters a great deal.



Because as life unfolds inside these cardboard walls, so too does an enduring understanding and respect for the wonder of it all. Helping students realize a greater awareness and responsibility for the environment.

And confirming our belief that when you teach a child about nature, he learns facts about nature.

But bond a child with nature, and he learns to care.

PHILLIPS PETROLEUM COMPANY PHILLIPS 66

*For more information about the Bird Box Program and what we are doing to protect our environment, write: Bird Box, Phillips Petroleum Company, 16C4 Phillips Building, Bartlesville, Oklahoma 74004.*

NEA AGENDA:

# 'KIDS' BILL OF RIGHTS'

***At the 1991 Representative Assembly, 8,500 delegates set NEA's course for the next year. Among priorities: a rededication to children's rights, education reform, and political action to make government meet its responsibilities to America's schools.***

*NEA President Keith Geiger, looking to the 1992 elections: "We're going to make the children the priority they need to be!"*

Joe Di Dio

Children were the focus of NEA's 129th Representative Assembly, from NEA President Keith Geiger's opening address to the last discussions on the Assembly floor.

In his keynote to the delegates in the Miami Beach Convention Center, Geiger set the tone.

"The United States is at a crossroads," Geiger noted. "It can't continue to be the '911' emergency number for the rest of the world and refuse to be '911' for its own children."

Chastising national leaders for disregarding the needs of children, Geiger advanced a five-point Bill of Rights for Children.

This Bill of Rights for Children stresses that all children must have enough food and medical care, a secure place to live, the right to a good education, and freedom from violence, abuse, or discrimination.

Geiger's message was reinforced by the winner of NEA's 1991 "Friend of Education" award, Alan Page, Minnesota assistant attorney general and a former all-star for the Minnesota Vikings football team.

The challenge for us, said Page, is to ensure that every child has real hopes and opportunity.

"It is a challenge we must meet—one school, one classroom, and one child at a time," said Page.

Delegates amended the Constitution to permit NEA's three executive officers to serve two three-year terms. Previously, the executive officers could only serve three two-year terms.

In all, delegates debated about 100 new action proposals. Several of them called for commemorating retired Supreme Court Justice Thurgood Marshall.

Meanwhile, delegates approved the NEA Legislative Program and the NEA Resolutions.

Delegates also passed the 1991-92 budget of about $159 million.

Fundraising for NEA-PAC, the Association's political action arm, set a new record. The NEA-PAC Giveaway garnered $351,000; the NEA-PAC race raised another $69,300.

Joe Di Dio

*NEA and American Teachers Association (ATA) leaders reenacted the 1966 merger of the two Associations.*

Joe Di Dio

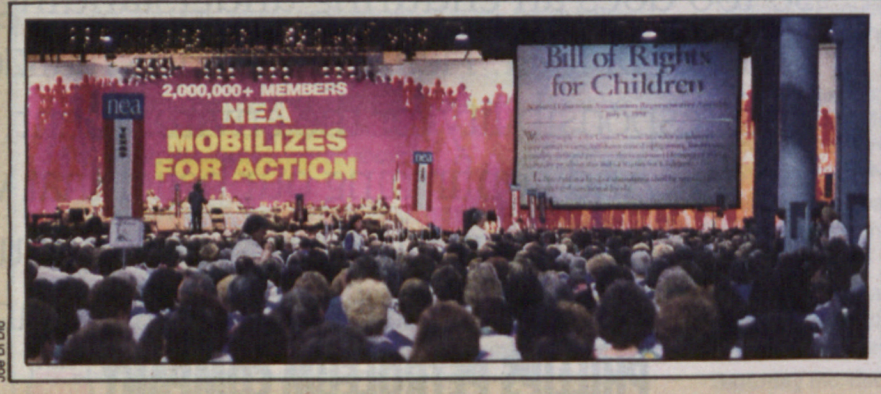
*North Carolina delegate Eddie Davis*

*Below: Civil Rights activist Morris Dees*

Carolyn Salisbury

Joe Di Dio

*From left: delegates Sue Karahalious, Cornell Bourgeois, and Ramona Mendoza.*




Joe Di Dio

*Left: "Where the action is"—the floor of the Representative Assembly.*

Carolyn Salisbury

*Making a point at the preconvention minorities and women conference.*

Delegates reelected President Geiger and Vice-President Robert Chase to new terms. They chose Dennis Van Roekel, an Arizona math teacher, and Leon Horne, an elementary teacher from Tacoma, Washington, to fill seats on the nine-member Executive Committee.

For four at-large ESP slots on the NEA Board of Directors, delegates elected California custodian Mike Downey, Texas special ed teacher's assistant and busdriver Deborah Moore, and Nevada computer specialist Annie Barclay. Wisconsin lab aide Patricia Gille won the race for the fourth and final open seat in a runofff election. —*Victoria Lytle*

RESOLUTIONS

# The 1991-92 Resolutions of the National Education Association

**The following resolutions were adopted by delegates to the 1991 NEA Representative Assembly.**

### FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the 10 goals stated in the Preamble. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

## A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

### A-1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, unbiased, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency in collaboration with NEA and its affiliates.

Beyond minimum standards, the accreditation process should provide sufficient flexibility to enable individual schools to respond to the needs of their students and community. The development of and periodic review of locally established programs should involve community members, parents, students, teachers, and educational support personnel.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 91)*

### A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals. (69, 89)

### A-3. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. The Association supports a policy of economic conversion to facilitate the orderly redirection of resources from military purposes to alternative civilian uses, including education. (85, 91)

### A-4. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

### A-5. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student achievement, excellence in teaching, a positive school environment, and high parental expectations for schools. It also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 86)

### A-6. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association believes that an effective school has a positive environment where school employees, students, and parents care for, respect, and trust each other and where the school as an institution cares for, respects, and trusts the people in it. (87)

### A-7. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detrimental to the public interest. (80, 88)

### A-8. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

### A-9. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education. Therefore, federal funding formulas should reflect the most current, accurate accounting of public school population, measurements of poverty, and the state's ability to raise adequate funds.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. In assisting local school districts, the federal government must assume a full partnership role by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.

b. In recognition of its high priority, federal education funding must be clear and identifiable within the federal budget.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities and maintain a gender balance to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting the establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 91)

### A-10. Improving Neglected Schools

The National Education Association believes that many schools are in a state of crisis as evidenced by decay, neglect, and continuing deterioration. Such schools must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 86)

### A-11. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 87)

### A-12. Federally or State-Mandated Choice/Parental Option Plans

The National Education Association believes that federally or state-mandated parental option or choice plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

The Association believes that local districts, in partnership with state and federal governments, must provide a quality education for every student by securing sufficient funding to maintain and to enhance excellence in each local public school district.

The Association continues to support alternative programs in the public schools for specific purposes. (89)

### A-13. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which pre-K through 12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. (84, 89)

### A-14. Voucher Plans

The National Education Association believes that voucher plans or funding formulas that have the same effect as vouchers—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of students and weaken or destroy the public school system.

The Association believes that legislation designed to establish or implement prekindergarten through grade 12 voucher plans is detrimental to the public interest and calls upon its affiliates to work for the defeat of such legislation. (70, 90)

### A-15. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 86)

***Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.**

# RESOLUTIONS

**A-16. Educational/Economic Stability of States**

The National Education Association recognizes that the educational and economic well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 86)

**A-17. National Health Insurance**

The National Education Association believes that preventive health care is important and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to affordable comprehensive health care is a right of every citizen and that a national health care insurance plan should be supported and funded by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. (78, 91)

**A-18. Media**

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, and accurate presentations. Visual media, including the Association's, should include closed captioning for the hearing impaired. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, prejudice, stereotyping, and exploitation by advertisers and media professionals. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. Radio and television programmers should make these materials available to children, with consideration given to the child's age, the time of day, and the subject matter. The Association encourages advertisers and media professionals to use standard grammar and correct spelling and to refrain from the use of sexist terminology and profanity.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive, educational programming. The Association further urges its affiliates and members to help parents determine the types of programs their children should listen to or view. (69, 91)

**A-19. Media Utilization**

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. It encourages the creative and innovative use of radio, television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers or their designees have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes that the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 90)

**A-20. Telephone/Telemarketing Programs**

The National Education Association recognizes the potential for telephone and telemarketing programs to exploit children.

The Association believes that electronic blocking devices should be made available to parents at no cost to limit children's access to these programs. (89)

**A-21. Rural Education**

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association advocates that fair and equitable consideration be given to rural needs when federal education programs are proposed and/or funded.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 85)

**A-22. Urban Development**

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

**A-23. Community Education**

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

**A-24. School Boards**

The National Education Association believes that the composition of school boards must be representative of the population within the school district, including minority groups. Board members must be elected by the voters of the school district and must be charged with the responsibility of promoting public understanding of the schools. The Association also believes that school board members should be elected from representative districts.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow school employee and community involvement in educational decisionmaking and guarantee their right to participation. Such legislation should also provide for open discussion that guarantees the local affiliate input prior to a vote on any agenda item. Further, such legislation should guarantee the local affiliate the right to place items on the agenda and the right to speak to any item on the agenda. (80, 90)

**A-25. Public School Buildings**

The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

**A-26. Environmental Responsibility**

The National Education Association believes that businesses and governmental agencies should be responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment. Further, the Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school districts in developing districtwide purchasing policies using these criteria. (90, 91)

**A-27. Environmental Education**

The National Education Association believes that the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction

f. Promote the use of reusable and recyclable products and discourage the use of disposable products

g. Promote the use of disposal methods that do not contaminate the environment

h. Promote the recognition of and participation in Earth Day activities.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 90)

**A-28. Energy Programs**

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

**A-29. Safe School Environment**

The National Education Association believes that all educational facilities must be safe from all environmental and chemical hazards, including lead from water pipe systems within schools and inadequate ventilation. The Association urges the establishment and vigorous enforcement of stringent standards at least equal to private sector OSHA standards to ensure health and safety. It further urges its affiliates to support local ordinances and state and federal legislation and funding to ensure these health and safety standards.

The Association supports ongoing standardized training and certification of educational employees working with potentially hazardous school equipment and in hazardous facilities. The Association believes that such training must include the proper handling, storage, and disposal of hazardous materials and instruction on Material Safety Data Sheets (MSDS). Material Safety Data Sheets should be on file in each school building and available to employees upon request.

The Association believes that school personnel, students, and their families should be notified of potential hazards and the action plan for corrections. The Association urges that when facilities are altered or repaired these activities do not create additional health hazards. The Association further believes that affected local districts have a responsibility to post immediate notice of these hazards through the public media. (89, 91)

**A-30. Radon**

The National Education Association believes that all educational facilities must be safe from the hazards of radon and urges its affiliates to seek and support legislation that requires—

a. Testing of public school facilities for radon

b. Evaluation of current radon testing procedures to determine which procedures are truly effective

c. Immediate corrective action in those schools where radon exceeds safe levels. (89)

**A-31. Historic Preservation**

The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important educational resources for future generations. (90)

**A-32. Arbor Day**

The National Education Association believes that Arbor Day should be appropriately observed each year in every state. The Association urges its state and local affiliates to encourage their governors and mayors to declare the appropriate day each year as Arbor Day. Appropriate activities such as essay contests and tree plantings should be a part of this observation in each school. (88)

**A-33. Organizations of Other Nations**

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69, 86)

## B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

**B-1. Instructional Excellence**

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decisionmaking process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field tested in classroom situations and proven effective. (69, 86)

**B-2. Higher Education Research and Study Grants**

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

**B-3. Evaluation and Promotion in Higher Education**

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

**B-4. Funding of Higher Education**

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

**B-5. Linguistic Skills**

The National Education Association believes in the expansion of the linguistic skills for students in the public schools. Further, students must be offered the opportunity to learn other languages early enough in their educational experience to enhance their understanding of English and be able to develop proficiency to participate fully in a global society and economy. (91)

**B-6. Foreign Language Education**

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

**B-7. American Indian/Alaska Native Education**

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and Native values

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

j. Control of Native lands by American Indians/Alaska Natives

k. The celebration of National American Indian/Alaska Native Heritage Month.

l. Retention and enforcement of legislation that protects, serves, and maintains the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe. (76, 91)

**B-8. Hispanic Education**

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

a. The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students

b. Federal and state programs establishing appropriate educational opportunities for Hispanic students

c. Federal and state grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics

d. Celebration of National Hispanic Heritage Month as a means of acknowledging the contributions of Hispanics to the history and development of the United States, its territories, and the Commonwealth of Puerto Rico

e. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics

f. Recognition of Hispanic educators as role models

g. Hiring and promotion of Hispanic educators in positions at all levels of the education profession.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 90)

**B-9. Asian and Pacific Islander Education**

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Island children require the development of programs that preserve the rich heritage of their cultures. It believes that adequate federal funding must be provided for the—

a. Development of curriculum and instructional materials

b. Dissemination of programs and information

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c. Preservice and continuing education of teachers
d. Education of Asian and Pacific Island adult refugees.
The National Education Association supports the celebration of Asian/Pacific Heritage Month and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Island heritage and culture. (79, 90)

**B-10. Black American Education**
The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.
The Association supports efforts that provide for—
a. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States
b. Recognition of Black educators as role models
c. State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession
d. Passage of state and national legislation to promote the preservation of Black heritage and culture
e. Involvement of Black educators in developing educational materials used in classroom instruction
f. Programs that address the alarming high school dropout rate among Black male students and encourage continued education, thereby increasing their participation in the workforce.
g. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English
h. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American
i. Development of athletic programs that promote educational excellence, not just athletic power
j. Opposition to the resegregation of the public schools through special classes
k. Hiring and promotion of Black educators in positions at all levels of the education profession. (81, 91)

**B-11. Career Education**
The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.
The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 85)

**B-12. Youth and Adult Training Programs**
The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.
The Association further believes that the use of funds for and duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, persons with disabilities, and ethnic minorities in nontraditional occupations. (80, 91)

**B-13. Equity for Incarcerated Persons**
The National Education Association believes that incarcerated persons, regardless of gender, are entitled to equal access to educational, recreational, and rehabilitative programs within all correctional systems. (90)

**B-14. Sexism in Education**
The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.
The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.
The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum and effective training of education employees is necessary for this purpose. (75, 91)

**B-15. Energy Education**
The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.
The Association urges its affiliates to support a National Energy Education Day and to encourage energy education programs at all levels. (85, 86)

**B-16. Nonviolence in Schools**
The National Education Association believes that school employees and students should be safe from violence. The Association urges the appropriate agencies—including public safety agencies, school administrators, and local, state, or national governments—to use their authority to prevent violence in schools and in society. (86, 89)

**B-17. Educational Bureaucracy**
The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system and thereby reduce this bureaucracy. (77, 86)

**B-18. Business Support for Public Education**
The National Education Association believes that the business community should play a cooperative role with the Association in the support of public education.
The Association urges its affiliates to educate the business community about the current needs and concerns of public education, including the impact of commercial advertising on public perception of educators and the educational process. It further urges its affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community.
The Association urges its affiliates to engage in efforts to prevent the use of programs in the public schools that involve the marketing of and/or the promoting of products that exploit students. (84, 91)

**B-19. Technology in the Educational Process**
The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.
The Association believes that—
a. All education employees must be afforded the opportunity to explore the potential of emerging technology.
b. Education employees should have access to necessary technology for managing and advancing instruction. Further, they should be provided encouragement, time, and resources to experiment with and to research applications of technology in order to integrate technology into the curriculum.
c. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation.
d. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.
e. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology. Further, technological education programs must provide equity in training, funding, and participation for all students regardless of age, race, gender, socioeconomic level, or geographic location.
f. All students and staff should have an understanding of copyright law and the responsible use of technological materials.
g. Effective use of technology requires a licensed teacher in every classroom. Instructional technology should be used to support instruction, but not to supplant education employees. (81, 90)

**B-20. Labor Movement Education**
The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.
The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

**B-21. Metric System**
The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

**B-22. Classroom Use of Animals**
The National Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.
The Association urges that teachers encourage compassion and respect for all living things. (89)

**B-23. Basic Financial Support of Public Education**
The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:
a. An increasing portion of public funds should be for direct instruction of the student.
b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.
g. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.
h. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.
i. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.
j. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
k. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.
The Association and its affiliates oppose the use of public revenues for nonpublic pre-K through 12 schools. (77, 91)

**B-24. Funding for Education Legislation**
The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

**B-25. Federal Impact Aid**
The National Education Association supports funding to maintain quality education for students in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.
The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.
The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 91)

**B-26. Financial Crisis**
The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.
The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

## C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

**C-1. Student Rights and Responsibilities**
The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.
The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
The Association believes in the confidentiality of student information and opposes its dissemination to any organization or institution without the consent of the student and/or parent.
The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 91)

**C-2. Homework**
The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.
The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (85, 90)

**C-3. Early Childhood Development and Kindergarten**
The National Education Association supports the inclusion of prekindergarten early childhood education programs within the public school system in facilities that are appropriate to the developmental needs of this age group. These programs should include prekindergarten screening, child care, child development, appropriate developmental curriculum, and special education. The Association further supports kindergarten programs that are developmentally appropriate and that adequately prepare the child for transition into first grade. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.
The Association believes that early childhood programs must be staffed by trained and certified/licensed personnel and trained support staff. It supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.
The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist from birth children with disabilities, and be staffed by certified teachers, qualified support staff, and therapists.
The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance. The Association supports regulations requiring children starting kindergarten to have reached five years of age by September 1 of that year. (75, 91)

**C-4. Middle School and Junior High Programs**
The National Education Association recognizes the special needs of the early adolescent.
The Association encourages the development of curriculum, guidance and counseling programs, health services, and preservice and professional development programs for these levels. (76, 85)

**C-5. High School Diploma/Equivalency**
The National Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent.
The Association also believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education.
The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.
The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 91)

**C-6. Standardized Testing of Students**
The National Education Association believes that standardized tests can be a useful student evaluation method. Standardized tests are most reliable and useful when tests are developed, administered, and interpreted by trained personnel and when the test results are received in time to facilitate modification of the instructional program. The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free, reliable, and valid.
The Association urges its affiliates to guard against any misuse of standardized tests and advocates the use of a variety of developmentally appropriate assessment techniques.
The Association strongly supports the concept of truth-in-testing and recognizes it as an important step for bringing about test reform. The Association urges adoption of procedures that allow each test taker to request a posttest review of all standardized test questions, scores, and rationale for the correct answers. (78, 90)

**C-7. Higher Education**
The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life.
The Association supports access to collegiate programs for all qualified students without regard to age, gender, sexual orientation, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially.
The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 91)

**C-8. Credit-Hour Evaluation**
The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

**C-9. Health Care for All Children**
The National Education Association believes that every child should have direct and confidential access to comprehensive health care.
The Association believes that such health care should be provided by properly licensed physicians and by other properly licensed health professionals.
The Association urges its affiliates to support legislation to provide comprehensive health care to all children. (90, 91)

**C-10. Student Health and Personnel Services**
The National Education Association believes that every student should have immediate, direct, and confidential access to health, social, and psychological services within both school and community settings.
The Association also believes that health, social, and psychological services to students must be provided by appropriately licensed and certificated professional personnel in both settings.
The Association further believes that these services dealing with students' physical, mental, and psychological well-being

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are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. A nurse-to-student ratio at each site that is appropriate to provide quality school health care

b. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

c. Programs for early identification and diagnosis of health and/or learning disabilities

d. Programs—such as direct services within the schools and referrals to and coordination with community and local governmental agencies—that work to resolve identified disabilities

e. Programs that promote health awareness for students, school employees, parents, and community

f. Programs taught by specialists that include health education and physical education commensurate with maturation levels of students

g. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement, but not supplant, school nurses.

The Association urges that, if deemed appropriate by local choice, these health care services include family-planning counseling and access to birth control methods and instruction in their use, and that school nurses be integrally involved in the design, development, and implementation of the clinic, serving as the nursing professional in the school-based clinic model.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 91)

**C-11. Nutrition**

The National Education Association believes that proper nutrition is essential to student success. The Association further believes that proper nutrition must be a part of prenatal care and must continue throughout life.

The Association supports programs within the education framework that promote understanding of proper nutrition. In addition, the Association believes school food service programs must be nutritionally sound, appealing, and affordable.

The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, and supported by public funds. Further, the Association advocates efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition. (90)

**C-12. School Counseling Services**

The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the prekindergarten level.

Guidance and counseling services should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (87)

**C-13. Student Sexual Orientation**

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling by trained personnel for students who are struggling with their sexual/gender orientation. (88, 89)

**C-14. Student Stress**

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon the children and youth of this nation. These pressures—resulting in increased drug and alcohol abuse, violence, vandalism, dropping out of school, and suicide among children and youth—speak clearly to the waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs for students and to provide staff development workshops for personnel in direct contact with these students.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80, 89)

**C-15. Suicide Prevention Programs**

The National Education Association believes that the increasing rate of child and adolescent suicide is a national tragedy. The Association further believes that suicide prevention programs should be an integral part of the school program.

The Association urges its affiliates to ensure that such programs, which should include prevention, intervention, and post-vention, are established and implemented within their districts. (89)

**C-16. Programs Before and After School**

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs, provided by qualified and trained personnel, be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 87)

**C-17. Education Through Community Service**

The National Education Association believes that the value of lifelong volunteer community service should be encouraged as an integral part of a student's education. Every student should have an equal opportunity to participate voluntarily in community service programs. Participation in community service programs should not be required for high school graduation but could be used for elective credit.

Educational employees who supervise students involved in community service programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals.

The Association urges its affiliates to encourage school districts to work with communities to provide students with voluntary program opportunities for community service. (90, 91)

**C-18. Athletic Programs**

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

**C-19. Extracurricular Participation**

The National Education Association urges pre-K through 12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes and participants in other extracurricular activities. Exploitation of these students for economic and/or personal gain is deplorable.

The Association urges the adoption of fair and reasonable eligibility requirements for student participation in athletics and other extracurricular activities. To promote the continuance of academic success, student progress should be monitored frequently. The successful completion of an academic program is the first priority for all students. (84, 89)

**C-20. Time To Learn**

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

**C-21. Extracurricular Funding**

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 86)

**C-22. Transfer of Student Records**

The National Education Association believes that the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education. (80, 86)

**C-23. Discipline**

The National Education Association believes that effective discipline is essential in promoting optimum learning. Effective discipline enhances high expectations and quality instruction, thereby promoting self-control and responsible behavior in students.

The Association also believes that corporal punishment should not be used as a means of disciplining students.

Boards of education in conjunction with local affiliates should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment. However, the Association condemns the misuse of discipline to push out students.

The Association believes that its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, educational support personnel, parents, students, and the courts will be involved in identifying effective disciplinary techniques.

The Association supports the right of all students to due process and an orderly learning environment. (75, 87)

**C-24. Multicultural/Global Education**

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

**C-25. Vocational Education**

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses. (76, 91)

**C-26. Physical Education**

The National Education Association believes that a comprehensive program of physical education should be provided daily in grades K through 12 to promote the health and welfare of each student. The Association further believes that the health of the nation is in part dependent on strong physical education programs and that physical activity and exercise must be encouraged during the growing and developmental years of students. (91)

**C-27. Driver Education**

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

**C-28. Fine Arts Education**

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association further believes that fine arts transcend cultural barriers and foster multicultural understanding. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught in a facility (or room) designed for that purpose by educators licensed in those fields.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of an academic fine arts program in the curriculum. (80, 91)

**C-29. Conflict Resolution Education**

The National Education Association believes that many television programs, movies, computer games, lyrics, musical performances, and other cultural influences condition children and youth to accept interpersonal and societal violence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the development of strategies, instructional materials, and activities that will encourage nonviolent resolution of interpersonal and societal conflicts. (86, 91)

**C-30. Law-Related Education**

The National Education Association supports law-related education as an integral part of the curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 87)

**C-31. Family Life Education**

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on sexual abstinence, birth control and family planning, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 89)

**C-32. Alternative Programs for At-Risk and/or Special Needs Students**

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or special needs students. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 89)

**C-33. Discriminatory Academic Tracking**

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or sex must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88)

**C-34. Gifted, Talented, and Creative Students**

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on the basis of gender, socioeconomic status, or ethnicity. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 89)

**C-35. Educational Programs for Limited English Proficiency Students**

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes bilingual education programs should be promoted and supported at the federal, state, and local levels. Further, the Association advocates full funding of all instructional materials, resources, and programs for students with limited English proficiency, as well as the training of education personnel to work with these students. The school district or other appropriate agency should provide released time for the training of teachers who instruct limited English proficient students.

Educators, through a bargaining or other bilateral decisionmaking process, must be fully involved in the development and implementation of programs serving these students, including the assignment of teachers and the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel incurred in such training.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English. (81, 90)

**C-36. Education for All Students with Disabilities**

The National Education Association supports a free, appropriate public education for all students with disabilities in a least restrictive environment, which is determined by maximum teacher involvement. A full continuum of program options ranging from a self-contained facility to full integration in a regular classroom setting must be available. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both students with and without disabilities.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to students with and without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for students with disabilities.

d. Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.

e. All staff must be adequately prepared for their roles through professional development programs.

f. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

# RESOLUTIONS

g. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

h. Placement patterns must be examined periodically to ensure that students are not placed in programs disproportionately by ethnicity or gender.

i. Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each individualized education program.

j. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

k. Both regular and special education classroom teachers must have a major role in determining individual education programs.

l. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

m. Staff must not be reduced.

n. Additional benefits negotiated for students with disabilities through local collective bargaining agreements must be honored.

o. Communications must be maintained among all involved parties.

p. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

q. Individualized education programs should not be used as criteria for the evaluation of teachers.

r. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

s. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Teachers should be invited to these meetings.

t. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

u. Local associations must be involved in monitoring school system compliance with federal special education legislation.

v. Student placement must be based on individual needs rather than on space availability or funding, and such placement must be examined on a regular basis to ensure its appropriateness.

w. Classroom teachers who serve students with disabilities must have scheduled access to resource personnel. (78, 91)

**C-37. Regular Education Initiative/Inclusive Education (REI/IE)**

The National Education Association is committed to the delivery of appropriate education and related services for all students. The Association believes that the philosophy/policy of integrating all students with special needs into regular education classes for the substantial portion of their day should be considered in the continuum of services available to them. It is essential that program options, including self-contained classes, continue to be available in regular education facilities within our school districts.

The Association further believes that the individualized education planning committee must consider the full range of options available within the least restrictive environment and must follow a process that will assure an appropriate program for each student. Building/staff modifications may be needed and must be included in written form. All impacted classroom teachers must be fully involved in decisionmaking, planning, and evaluation and must receive a copy of the individualized education program. It is also recognized that all impacted support personnel should be involved in the ongoing maintenance of the individualized education program provisions.

The Association also believes that when the REI/IE option is the recommendation of the committee, all necessary support services must be maintained by appropriately licensed personnel. Teachers involved shall be given lower class size based on a weighted class size formula. Ongoing appropriate training and time within the school day for planning and consultation with resource and other support team personnel must be provided. REI/IE programs must be evaluated carefully and regularly in order to assure the success of students with disabilities and special needs students as well as their peers in regular education. The Association encourages state and local affiliates to monitor REI/IE programs. To ensure the protection of all members, collective bargaining and other means should be used to minimize the potentially severe impact on staff that REI/IE implementation may create. (90, 91)

**C-38. Impact of Homelessness and Poverty on Children and Youth**

The National Education Association believes that education must be provided for all children and youth and believes that poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success.

The Association advocates the right to an education, adequate housing, and health care for all children and youth, including those without a permanent legal address.

The Association recognizes the need for cooperation between school and community groups in meeting the needs of homeless and impoverished children and youth.

The Association urges its affiliates to seek legislation to ensure equal educational opportunities for all children and youth. (88, 91)

**C-39. Homebound Instruction**

The National Education Association believes that the diverse educational needs of all students must be met. Homebound students must have programs developed and maintained by state or local education entities. These programs must be implemented, documented, and monitored by licensed education professionals. The curriculum must be approved by the state education agency and be comparable to the classroom instruction. Such approved courses must be transferable as graduation requirements for the participants. (88)

**C-40. Home Schooling**

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience.

The Association believes that if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents. (88, 89)

**C-41. Correspondence Programs**

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed professionals. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88)

**C-42. Communication Between the Hearing and the Hearing Impaired**

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 85)

**C-43. Left-Handed Students**

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students. (79, 86)

**C-44. Education of Migrants**

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant students who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association advocates the implementation of bilingual/bicultural programs and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (75, 89)

**C-45. Education of Refugee Children and Children of Undocumented Aliens**

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented aliens.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association believes that an environment free from harassment for these children should be assured. (80, 90)

**C-46. School Transportation**

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 86)

**C-47. AIDS Education**

The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decisionmaking skills to assist students in correlating health information and personal behavior is essential.

The Association believes that proper implementation of these programs requires educational employee training and input. The Association further believes that these programs should be presented by properly licensed/trained personnel and should be planned with the input of parents and other community representatives. (87, 88)

**C-48. AIDS/HIV Testing of Students**

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of students. (87, 89)

**C-49. Placement of Students with AIDS/HIV**

The National Education Association supports establishing local policy that ensures a free, appropriate public education in a least restrictive environment for all students with acquired immunodeficiency syndrome (AIDS) or infected with the human immunodeficiency virus (HIV).

The Association believes that the placement of such students in school is a medical decision that should be made on a case-by-case basis by qualified health care professionals.

The Association further believes that students should not be refused admittance to school or subjected to any other adverse action solely because they have tested positive for HIV or have been diagnosed as having AIDS or AIDS-related complex (ARC). (87, 91)

**C-50. Alcohol/Tobacco Endorsements**

The National Education Association urges the elimination of incongruent and secondary advertising of alcohol and tobacco products. The Association encourages individual performers and organizers of concerts and sporting events to refrain from endorsing and advertising alcohol and tobacco products. (90, 91)

**C-51. Substance Abuse**

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both young people and adults. It calls for new and improved ways of helping young people and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association supports the development and strict enforcement of policies/laws concerning possession or use of tobacco products by students on school premises. (72, 89)

**C-52. Alcohol Advertising**

The National Education Association believes that alcoholic beverages and their use should not be advertised on television or radio. (88)

**C-53. Illegal Drug Trade**

The National Education Association believes that illegal drug trade and the money it generates are harmful to our nation and to the youth of our nation.

The Association further believes that its affiliates should advocate for and participate in the development of appropriate educational experiences to educate students about the serious effects of participating in any aspect of illegal drug trade. (88, 89)

**C-54. Drug and Alcohol Testing of Students**

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association further believes that parents of students suspected of abusing drugs and alcohol must be notified immediately and that support services must be made available. (87)

**C-55. Lifesaving Techniques**

The National Education Association advocates the training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in both school curriculum and staff development. (82, 91)

**C-56. Youth Camp Safety**

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

**C-57. Family Stability**

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 86)

**C-58. Dependent Children of Military Personnel**

The National Education Association believes that parents, when serving in the military, should have adequate services provided to ensure that their dependent children are cared for in the event of the parent's/parents' mobilization. (91)

**C-59. Family Stability for Children**

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment. The Association urges its affiliates to support legislation that recognizes and promotes this concept.

If a child's own family and/or extended family is unable to care for him or her, the Association believes that—

a. The child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child. The Association supports—

(1) Screening and training of potential foster families

(2) Continued training and supervision of families providing foster care

(3) Auxiliary services, including therapy, for children who need them

(4) Ongoing communications of pertinent information between the social service agency and school personnel when appropriate

(5) Protection and counseling for the child who has been abused

(6) Adequate financial support to foster care providers that reflects both the needs of the child and the importance of the care.

b. Parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home. When a child is placed in temporary foster care, every effort should be made to ensure the child's stability of educational environment by minimizing changes in the schools attended.

c. If it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, a child should not be permitted to remain in temporary care, and efforts should be made for the legal release for adoption. To expedite the location of a permanent adoptive family for the child, it is recommended that after 90 days the child should be registered with an agency such as the National Adoption Center. (84, 89)

**C-60. Adolescent Pregnancy and Parenting**

The National Education Association believes that with the increased number of adolescent pregnancies and adolescent parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

The Association recommends that special adolescent programs be implemented to include—

a. Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education

b. Adequate guidance in continuing education and productive employment

c. Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills

d. Establishment of on-site child care services.

The Association further believes that adolescent mothers and adolescent fathers should not be discriminated against or denied equal educational opportunities. (87)

**C-61. Protection of Infants with Disabilities**

The National Education Association believes that infants born with mentally and/or physically disabling conditions are entitled to receive ordinary medical care. (85, 91)

**C-62. Day Care**

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, appropriate education programs, and professional personnel who are qualified, screened, and trained for their areas of responsibility.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 86)

**C-63. Child Support Payments**

The National Education Association supports efforts on the part of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83, 91)

**C-64. Family Violence**

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 86)

**C-65. Abduction of Children**

The National Education Association believes that all children should be protected from abduction and its consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 90)

# RESOLUTIONS

**C-66. Child Abuse, Neglect, and Exploitation**

The National Education Association believes that all children should be protected from any form of child abuse, neglect, and exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association urges its affiliates to—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse, neglect, and exploitation

b. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation

c. Encourage the development of preparation courses and professional development programs that stress the identification, reporting procedures, legal responsibilities, and techniques for dealing with abused, neglected, and exploited children

d. Encourage the development of educator awareness programs dealing with abused, neglected, and exploited children.

The Association and its affiliates urge the enactment of legislation and/or policy that would—

a. Provide school personnel reporting suspected child abuse, neglect, and exploitation immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse, neglect, and exploitation

c. Provide for protection of children from other children and/or family members. (74, 90)

**C-67. Missing Children**

The National Education Association believes that all available means must be utilized at once to locate missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a nonthreatening environment and that the completed fingerprint cards be given to the parent or guardian. (81, 87)

**C-68. Extremist Groups**

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

**C-69. Human and Civil Rights of Children and Youth**

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. It condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. It decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors. The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

**C-70. Youth and Gang-Related Activity**

The National Education Association believes that illegal gang activity is symptomatic of limited economic and educational opportunities for youth. The Association supports collaboration among family, school, community, business, and law enforcement agencies in the effort to reduce gang-related crime.

The Association believes that the education community has a critical role in reducing gang-related crime. The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal gang activity. The Association supports private sector programs that provide meaningful job opportunities for youths.

The Association believes that law enforcement agencies have a role in the reduction of gang-related crime, but that this role is supplementary to education and employment programs.

The Association further believes that it is the role of federal, state, and local governments to support the development and implementation of education and youth employment programs in helping to reduce illegal gang activity. (88, 91)

**C-71. Juvenile Offender Education**

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association further believes that these juveniles, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these centers should be provided education services in an alternative setting rather than the regular public school setting. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association supports the placement of juveniles who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88, 89)

**C-72. State Juvenile Codes**

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes (79, 86)

## D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

**D-1. A Licensed Educator in Every Professional Position**

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed, in an accredited institution of higher education, course work required by his/her position and a teacher preparation program and who holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 90)

**D-2. Teacher Evaluation**

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs, will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If after an evaluation process that follows all the above provisions of this resolution, and if after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations that are specific to the job description

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 90)

**D-3. Competency Testing and Evaluation**

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 87)

**D-4. Administrator Preparation and Evaluation**

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of instructional content and experience should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position.

The Association further believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If after being given assistance, sufficient time, and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted by the chief administrator, provided that administrators/evaluators are properly prepared and held accountable for the implementation of appropriate and fair evaluation systems. (85, 91)

**D-5. Class Size**

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades pre-K through 12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students in regular programs and a proportionately lower number in programs for students with exceptional needs.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional students.

The Association urges its affiliates to encourage state departments of education to collect and report class size data that reflect the class size experienced by most students.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 90)

**D-6. Time To Teach**

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; freedom from interruptions during instructional time; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association believes, however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 89)

**D-7. Teacher Preparation Programs: Recruitment**

The National Education Association supports a strong program of teacher recruitment with special emphasis on recruitment of underrepresented candidates. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing pre-K through 12 teachers.

The Association believes that federally financed loan and grant programs should be established to encourage undergraduate students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education.

The Association encourages its state affiliates to work toward the development of similar programs. (90, 91)

**D-8. Teacher Preparation Programs: Entry**

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

**D-9. Teacher Preparation Programs: Content and Evaluation**

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnics and other minorities, and provide techniques for teaching culturally diverse students

h. Include instructional content and experience in student assessment, classroom management, discipline, group processes, shared decisionmaking, strategic planning, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

i. Include a variety of field experiences throughout the preparation program culminating in a practicum.

j. Include instructional content in the areas of job contracts, salary schedules, benefit programs, and working conditions.

k. Include practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges of collective, shared dcisionmaking and strategic planning. (70, 91)

**D-10. Teacher Preparation Programs: Student Teaching**

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association further believes that teacher preparation programs should offer alternate placements for student teachers assigned to a school in the event of a strike or other work stoppage in order to meet the requirements for a teaching license.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 91)

**D-11. Teacher Preparation Programs: Professional Participation**

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

**D-12. Participation in Professional Associations**

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without preference given to administrative personnel. (86)

**D-13. Professional Development**

The National Education Association believes that professional development is necessary throughout the career of the school employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide opportunities for school employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession.

The Association further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate school employees. (76, 85)

**D-14. Professional Development Resource Centers**

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

**D-15. Mentor Programs**

The National Education Association believes that professional peer support systems such as mentor programs, if or

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when adopted, should be utilized solely for the development of professional expertise. The Association believes that the planning, implementation, and evaluation of such programs must be cooperatively developed and negotiated with the local affiliate.

Qualifications of mentor teachers and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Criteria for implementation must be left to the discretion of the planners of each program, and participation must be voluntary. The state or local authority has the obligation to provide hold-harmless protection.

The Association also believes that mentor teachers must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority.

The Association further believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation that results from the mentor-mentee relationship must be confidential and must not be included in the participants' personnel files. (88)

**D-16. Neurological Disorder Awareness**

The National Education Association urges its affiliates to establish, by working with qualified health professionals, an in-service program that will increase educators' awareness of neurological disorders—and their symptoms—that may hinder students' learning capabilities. (87)

**D-17. Teacher Exchange Programs**

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop voluntary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad.

The Association supports legislation that would enable teacher union representatives from any nation to visit the NEA at our request. (74, 89)

**D-18. Intern Programs**

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 86)

**D-19. Mandated Standards for Educational Programs**

The National Education Association believes that any mandated standards for educational programs should set only broad, general guidelines and should not be based on student achievement.

The Association also believes that such mandated standards should be established only in consultation with the NEA affiliate and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards. (77, 86)

**D-20. Impact of Federal and State Legislative Mandates**

The National Education Association believes that states are usurping the rightful role of schools and districts in the decisionmaking process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to appropriate agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them
b. Preservice preparation and professional development
c. Work load and additional compensation
d. Priorities within the curriculum
e. Written report requirements
f. All members of the education community. (79, 90)

**D-21. School Libraries/Media Centers**

The National Education Association believes that a comprehensive library/media program must be provided for each elementary and secondary school. This program should include printed and nonprinted resource materials, instruction in library research and information skills, necessary technology, certificated librarians/media specialists, and educational support personnel. (80, 90)

**D-22. School Nurses**

The National Education Association believes that all students should receive the immediate services of a licensed professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all licensed/certified school nurses seeking to augment their skills in delivering health care services to students with disabilities.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 91)

## E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

**E-1. Selection of Materials and Teaching Techniques**

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 86)

**E-2. Development of Materials**

The National Education Association believes that publishing companies should involve public school teachers directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts. Materials in all subject areas should be age-appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary and should be adequately compensated. (84, 86)

**E-3. Instructional Materials and Teaching Techniques Challenges**

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores prepublishing censorship, book burning crusades, and attempts to ban books from the school library/media center and school curriculum.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 90)

**E-4. Cultural Diversity in Instructional Materials and Activities**

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

**E-5. Religious Heritage in Instructional Materials**

The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

**E-6. Academic and Professional Freedom**

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote anti-public-education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 86)

**E-7. Evaluation of Student Learning**

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the major purposes of such evaluations should be to—

a. Help students choose more wisely among options
b. Assist students in identifying their own strengths and weaknesses
c. Encourage the development of lifelong learning skills
d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

**E-8. Support Personnel in the Education Process**

The National Education Association believes that all education employees are essential to the learning environment. The Association recognizes that educational support personnel promote positive role models that enhance the education process. (90, 91)

## F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

**F-1. Collective Bargaining Rights**

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

**F-2. Collective Bargaining and Grievance Procedures**

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that coordinated bargaining by its affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 87)

**F-3. Basic Contract Standards**

The National Education Association believes that collective bargaining agreements between school employees and their employers should contain certain standard contractual concepts. Therefore, the Association urges its affiliates to negotiate agreements that include—

a. A grievance procedure that terminates with final and binding arbitration
b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration
c. A seniority list that is updated, published, and distributed annually
d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible, racial balance
e. Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families
f. Membership in the association or the payment of a fair-share fee as a condition of employment
g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions
h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit
i. Specified class size, teaching load, and job description
j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit
k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members
l. Contractually defined evaluation procedures
m. Released time for association business with full pay and fringe benefits
n. Parental/child rearing leave for males or females to provide care for natural or adopted children
o. Contractually defined procedures for ensuring school employee decisionmaking in curriculum design and related instructional management and reporting systems
p. Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay
q. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay
r. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay
s. Clearly defined bargaining unit membership
t. Placement on the salary schedule based on qualifications and number of years of experience in the profession
u. A guaranteed safe and healthy working environment. (89, 91)

**F-4. Site-Based Decisionmaking**

The National Education Association supports site-based decisionmaking processes that are based on contractual/formal agreements between districts and local associations. The Association believes that the scope of local site decisionmaking should be limited only by the contractual/formal agreement. The Association further believes that such agreements must include the following elements:

a. Voluntary participation by local sites
b. A district-association structure for processing conflict resolution
c. An agreement on the scope of decisionmaking authority available to sites
d. Constituent representation appropriate to the site and selected by each constituency
e. Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation
f. Compensation and/or released time for participating staff members. (90)

**F-5. Pay Equity/Comparable Worth**

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 91)

**F-6. Salaries and Benefits**

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service
b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory
c. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process where it exists or by agreement of the local NEA affiliates in those states where it does not exist
d. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation
e. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting in-service training or workshops, and extra duty is not less than the rate for regular pay
f. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage classroom teachers to remain in the classroom and support personnel in the educational setting
g. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by equitable extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association also urges its affiliates to seek legislation to prohibit the practice of limiting the number of years of experience an education employee can transfer.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Bereavement leave
e. Maternity/paternity leave, including adoption
f. Dependent care leave
g. Sabbatical leave
h. Paid professional leave
i. Paid association leave
j. Workers' Compensation
k. Life insurance
l. Severance pay
m. Tuition reimbursement
n. Personal assault protection
o. Long-term physical and mental disability insurance
p. Benefit extension for laid-off employees
q. Religious leave
r. Retirement compensation
s. Employee assistance programs
t. Unemployment compensation
u. Vision insurance
v. Dental insurance
w. Legal insurance

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x. Reimbursement for damage to or loss of personal property at work site

y. Child day care centers.

The Association believes that education employees should have access to comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave.

The Association further believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution.

The Association believes that all benefits for spouses should be equally available for domestic partners. (69, 91)

**F-7. Affordable Health Care**

The National Education Association believes that health insurance is an important part of the total compensation of education employees and retirees. To preserve this benefit it is crucial that health insurance remain affordable. The Association supports legislation that guarantees education employees and retirees the option of paying medical insurance premiums with pretax monies. The Association supports efforts to control and contain health care delivery costs as well as efforts to create local, state, or national programs.

In any transition from employment-based health care insurance to socially provided health care, the Association supports preservation of quality employment-based health insurance benefits in an affordable manner through efforts to control and contain health care delivery costs. (91)

**F-8. Economic Welfare**

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

**F-9. Uniform Compensation**

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

**F-10. Unemployment/Disability Compensation**

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

**F-11. Strikes**

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, factfinding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking.

The Association condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges enactment and enforcement of statutes guaranteeing the rights of school employees when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 91)

**F-12. Differentiated Staffing**

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

**F-13. Job Sharing**

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience

b. An equitable share of all fringe benefits

c. An agency shop provision

d. The right to revert to full-time status. (81, 86)

**F-14. Summer School, Extended School Year, and Year-Round Schools**

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

**F-15. Education in Correctional and Rehabilitation Agencies**

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

**F-16. Employment in Federal Schools Overseas**

The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

**F-17. Educators and Active Duty Service**

The National Education Association believes that a school employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 86)

**F-18. Misuse of Part-Time Faculty**

The National Education Association believes that part-time education employees should receive the same salary and benefits as full-time education employees prorated according to the workload. The Association deplores the practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions.

Further, the Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. (76, 91)

**F-19. Substitute Teachers**

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes that substitute teachers must meet the same standards as any other licensed teacher within the state. It further recognizes that licensed substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 88)

**F-20. Noninstructional Personnel**

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional personnel. It believes that school districts must provide appropriate continuing education programs for noninstructional personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional personnel as an excuse to increase class size. The Association insists that noninstructional personnel have written job descriptions that define their duties and that these employees be used only for assistance to classroom teachers. (69, 89)

**F-21. Subcontracting/Contracting Out**

The National Education Association recognizes that all education employees share the same community of interest. The Association believes that greater emphasis must be placed upon securing and retaining the most capable employees. The Association believes that employees should not be displaced by private service providers or by temporary or part-time workers.

The Association further believes that school districts should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits. (77, 89)

**F-22. Personnel Policies and Procedures**

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 86)

**F-23. Civil Rights—Employment Protection**

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all Association members and others. The Association urges all levels of government to monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91)

**F-24. Nondiscriminatory Personnel Policies/Affirmative Action**

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage active recruitment and employment of women, minorities, and men in underrepresented education categories.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 91)

**F-25. Continuing Employment and Fair Dismissal Practices**

The National Education Association believes that security of position must be provided for all education employees through appropriate employment policies, including fair dismissal procedures.

The Association further believes that state laws must provide for the continuing employment and/or tenure of state and/or local education employees and that federal law must provide similar protection for education employees in federal schools.

The Association also believes that laws and master contracts must afford school employees due process, regardless of length of employment. Such laws and master contracts must provide for adequate written notice of a hearing, including the charges, and representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 91)

**F-26. Employee Rights Pending Court Action**

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

**F-27. Reduction in Force**

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators, supervisors, and managers should be reduced at least in proportion to the number of school employees being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 91)

**F-28. Mandated Retraining**

The National Education Association believes that when a federal, state, or district mandate requires a school employee to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88, 90)

**F-29. Retirement**

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.

f. Provisions permitting the purchase of credit earned while a member of another retirement system.

g. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences.

h. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

i. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.

j. Automatic cost-of-living increases to maintain purchasing power for retirees and beneficiaries.

k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

m. Nondiscrimination on the basis of gender or marital status.

n. Retirement credit for unused sick leave.

o. All compensation, including extra-duty pay, in computing retirement benefits.

p. Benefits not reduced by other sources of income, including Social Security benefits.

q. Preretirement counseling.

r. Retirement housing facilities that are funded from sources other than those designated for retirement benefits.

s. School employees' contributions and benefits that are not subject to federal income taxation.

t. Nondiscriminatory Internal Revenue Service rules and regulations.

u. An annual financial statement distributed to all members.

v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, gender, or national origin.

w. Provisions to purchase pension credit for any previous Department of Defense teaching service.

x. Fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees, their spouses, domestic partners, and/or dependents.

y. Benefits that are free from double taxation or source taxation by states for retirees living outside of the state where the benefits were earned.

z. All retirement benefits for spouses be equally available for domestic partners. (69, 91)

**F-30. Social Security**

The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 86)

# RESOLUTIONS

**F-31. Protection of Retirement System Assets and Earned Benefits**

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

**F-32. Accountability and Assessment**

The National Education Association recognizes that the term accountability, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each student is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives or as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 89)

**F-33. Protection of School Personnel**

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 86)

**F-34. Allegations Against Education Employees**

The National Education Association urges its affiliates to seek the enactment of state legislation, local ordinances, and school board policy that would protect education employees from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also urges its affiliates to encourage enactment of federal, state, and local legislation that would assure due process for education employees accused of child abuse. The Association further urges its affiliates to educate its members as to current practices in dealing with such allegations. (89)

**F-35. Protection of Educational Employee Advocates**

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 86)

**F-36. Physical Environment for Education**

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students, the changes in methods of teaching, and the presentation of instructional materials. Sufficient custodial and maintenance staff and resources must be provided in every facility in order to maintain a safe, healthful, attractive, and clean environment for both students and staff. Instructional space must be flexible and provide for the needs of special students. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 91)

**F-37. Right to Privacy**

The National Education Association believes that education employees should be guaranteed rights of privacy. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right to be notified in writing within 10 working days of any placement of materials in an individual's file

c. The right to access records, to respond to any record, and to challenge records through formal or informal hearings

d. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

e. The right to notification and enforcement of these rights by educational institutions

f. The right to be guaranteed the existence of only one personnel file per employee

g. The right to confidentiality of medical records

h. The right to be free from fingerprinting as a condition of employment

i. The right to refuse any type of polygraph, or lie detector, test. (75, 88)

**F-38. Privileged Communications**

The National Education Association believes that communications between certificated personnel and students must be legally privileged. The Association further believes that communication between administrators and other school employees must be kept private without the consent of the affected school employee. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 86)

**F-39. Recording Devices in Schools**

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

**F-40. Access to Copyrighted Materials for Educational Use**

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

**F-41. Tax Deductions for Professional Expenses**

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 86)

**F-42. Save Harmless/Education Employee Liability**

The National Education Association believes that educational institutions should—

a. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties

b. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 91)

**F-43. Transportation Liability Insurance**

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

**F-44. Health Examinations**

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

Physical and mental examinations of school employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the school employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 90)

**F-45. Drug and Alcohol Testing**

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87, 91)

**F-46. AIDS/HIV Testing of Educational Employees**

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of school employees or school employment applicants. (87, 88)

**F-47. Employees with AIDS**

The National Education Association believes that educational employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC). (87, 88)

**F-48. Stress on School Personnel**

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports employee assistance programs (EAPs) as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 86)

**F-49. Medication and Medical Services in Schools**

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed. In addition, school personnel have the right to refuse without fear of disciplinary repercussions to administer medication and/or medical services for which school personnel feel unqualified. (77, 91)

## G. SECURE PROFESSIONAL AUTONOMY

**G-1. Accreditation of Teacher Preparation Institutions**

The National Education Association believes that teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 87)

**G-2. Certification**

The National Education Association supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers.

The national standards board of professional educators should establish appropriate assessment procedures by which individuals may demonstrate competence in pedagogy and in subject matter areas, should issue permanent certificates to all individuals who meet the criteria as established by the national board, and should maintain a roster of those who have been certificated.

The Association supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification. (87, 90)

**G-3. Professional Standards Boards**

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association believes that these boards should apply NCATE standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 88)

**G-4. Licensure**

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K through 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.

The Association supports the periodic evaluation of licensure procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 90)

## H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

**H-1. The Education Employee as a Citizen**

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

# RESOLUTIONS

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

**H-2. U.S. Constitutional Convention**

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

**H-3. The Right To Know**

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

**H-4. The Right To Vote**

The National Education Association believes that the principle of one-person-one-vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

**H-5. Statehood for the District of Columbia**

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.

The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 88)

## I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

**I-1. Human Relations in the School**

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 88)

**I-2. Integration in the Public Schools**

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 90)

**I-3. Institutional Discrimination**

The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

**I-4. Ethnic-Minority Educators**

The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 89)

**I-5. Black Higher Education Institutions**

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

**I-6. Sectarian Practices in the School Program**

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

**I-7. The Holocaust**

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the subject of the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 89)

**I-8. Civil Rights**

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 91)

**I-9. Martin Luther King Day**

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 86)

**I-10. Fair Housing**

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

**I-11. Housing and Health Care for All**

The National Education Association believes that all members of our society have the right to adequate housing and health care.

The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless and for all members of our society. (89)

**I-12. Minority-Owned Businesses**

The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

**I-13. Protection of Senior Citizens**

The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

**I-14. Protection of Persons with Mental Disabilities**

The National Education Association believes that the human and civil rights of individuals with mental disabilities must be protected.

The Association further believes that individuals with mental disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. Further, the Association believes that individuals with mental disabilities should not be subjected to capital punishment. (89)

**I-15. Care of the Mentally Ill**

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

**I-16. Federal Support for Public Welfare**

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 86)

**I-17. Equal Opportunity for Women**

The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, and gender.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association urges national, state, and local agencies to include research specifically related to women and their health problems and concerns.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 91)

**I-18. Inclusive Medical Studies**

The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (91)

**I-19. Sexual Harassment**

The National Education Association believes that sexual harassment is a form of sex discrimination or abuse.

The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment

b. Develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88)

**I-20. Protection Against Age Harassment**

The National Education Association believes that school employees should be protected from harassment because of age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire

b. Develop educational programs designed to help individuals recognize, understand, prevent, and combat harassment because of age

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (89)

**I-21. Personal Relationships in Higher Education**

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89)

**I-22. Family Planning**

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

**I-23. Sexual Assault**

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs and supports the use of DNA testing as a means to identify perpetrators of sexual assault. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant and the protection of due process rights for both the victim and the assailant. (81, 91)

**I-24. Victims of a Crime**

The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.

The Association believes that it is essential that victims be notified of and have the right to be present/represented at all legal proceedings of the accused, including parole hearings.

Victims and their families must have access to free counseling and support services. They must also be made aware of available services and programs. The Association further believes that such programs should be funded by the appropriate government agencies. (87, 90)

**I-25. Invasion of Privacy**

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored and the exchange of such information without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

**I-26. Military Veterans**

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these military veterans to meet their needs now and in the future. (81, 87)

**I-27. Highway Safety**

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused

# RESOLUTIONS

by drivers under the influence

d. Support legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses

e. Advocate for the continued research and development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 88)

**I-28. Control of Guns and Other Deadly Weapons**

The National Education Association believes that stricter legislation is needed to control guns and other deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association further believes that the sale and possession by the private sector of automatic and semiautomatic paramilitary weapons, such as UZI submachine guns and AK-47 assault rifles, should be illegal.

The Association believes that severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 89)

**I-29. Nuclear Facilities and Radioactive/Chemical Pollutants**

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of nuclear and chemical wastes. It further urges regulation of the U.S. Department of Energy by an independent agency to reduce the further radioactive pollution of our environment.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, and problems of nuclear waste disposal.

The Association believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination.

The Association urges its affiliates to seek legislation and local policies to ensure a safe environment. It further believes that school employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (89, 91)

**I-30. Ozone Depletion**

The National Education Association believes that the depletion of the ozone layer poses a serious environmental concern.

The Association urges the development of educational programs that promote an understanding of the effects of global climatic changes and explore the possible causes of and solutions to these changes. (89)

**I-31. Environmental Restoration**

The National Education Association believes that when pollution occurs the responsible entities must be accountable for an expeditious, complete cleanup and restoration of the environment and its ecological systems. (90)

**I-32. Violence Against and Exploitation of Asian/Pacific Islanders**

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

**I-33. Immigration**

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination.

The Association believes that English and citizenship classes must be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship. (84, 89)

**I-34. Internment/Containment Policies**

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 85)

**I-35. Reparation of Native American Remains**

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

**I-36. The Right To Organize**

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured. (82, 89)

**I-37. Migrant Workers**

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

**I-38. English as the Official Language**

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service, and all other forms of communication.

The Association believes that English is the language of political, social, and economic communication in the United States. However, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 89)

**I-39. Accessibility for Persons with Disabilities**

The National Education Association believes that school districts and Association affiliates should make their respective buildings accessible to persons with disabilities. The Association further believes that all public buildings and voting places should be accessible to persons with disabilities. (88, 91)

**I-40. World Peace**

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

The Association supports the peaceful uses of outer space and opposes federal spending which would extend the arms race into outer space.

The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association urges its affiliates and members to promote the ideals of peace, freedom, and human dignity based upon genuine respect for and understanding of individual and cultural diversity. (73, 88)

**I-41. Peaceful Resolution of Conflicts**

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. The Association applauds those nations that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should continue to facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict. (85, 91)

**I-42. World Court**

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

**I-43. Covert Operations and Counterintelligence Activities**

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association further believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (89)

**I-44. Nuclear Freeze/Reduction**

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The Association believes the continuation of the arms race increases the possibility of nuclear war.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of a bilateral treaty with the U.S.S.R. for the cessation of all nuclear weapons testing, providing it contains adequate enforcement machinery, including on-site inspections. The Association supports the development of treaties to reduce the world's nuclear weapons arsenals. (82, 88)

**I-45. Teaching About Nuclear War**

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 88)

**I-46. Human Rights**

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual, including equal access to education. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic human and civil rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals.

The Association calls upon all nations to release all educators and students who are being held without charge and to refrain from the use of arbitrary detention to punish the people of a specific area of their territories. (77, 91)

**I-47. Hate-Motivated Violence**

The National Education Association deplores incidents of hate-motivated physical and verbal attacks against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, age, disability, marital status, or economic condition.

The Association urges its affiliates, in conjunction with community groups, to create an awareness of hate-motivated, violent activities and to develop programs to oppose them. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of hate-motivated, violent actions. (91)

**I-48. Elimination of Racial, Ethnic, and Religious Discrimination**

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination."

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary.

The Association recognizes the need for support of South African individuals and organizations that are dedicating themselves to peaceful transition into post-apartheid South Africa.

The Association supports organized preschool projects, community-organized self-help projects, and direct contact between South African local teachers associations and local NEA affiliates. (76, 88)

**I-49. Freedom of Creative Expression**

The National Education Association supports freedom of expression in the creative arts and therefore deplores any efforts by government to suppress, directly or indirectly, such expression. The Association further supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (90)

**I-50. World Hunger**

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 89)

**I-51. International Consumer Protection**

The National Education Association believes that products sold and/or advertised abroad by U.S.-based companies must at least meet the consumer, health, and safety standards that are required for trade within the United States.

Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards or practices. (90)

**I-52. Use of Union-Made Products and Services**

The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association supports the use of union-made products and service. (91)

**J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION**

**J-1. Strong Professional Associations**

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74, 86)

**J-2. Supporting Locals in Jeopardy**

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that assistance should be given to those local associations that have been—

a. Targeted for take-over efforts

b. Taken over by competing organizations

c. The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

**J-3. Appointments by the President of the United States**

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. Education employees should be included in such appointments. (70, 90)

**J-4. Membership Participation in the Association**

The National Education Association believes that every member has the right and obligation to participate fully in the Association. It also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 86)

**J-5. Minority Participation in the Association**

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 86)

**J-6. Student Member Participation**

The National Education Association believes that student members should have the opportunity and be encouraged to participate in the Association at local, state, and national levels and that they should be offered preprofessional and leadership training. Further, the Association believes that local advisors should be members of the Association. (91)

**J-7. Retired Member Participation**

The National Education Association believes that its retired members should have the opportunity to gain information about and provide input into association programs and activities at the national, state, and local levels. (76, 86)

**J-8. Promotion of Teaching as a Career Choice**

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations.

The Association encourages individuals interested in teaching as a career to attend NCATE-accredited institutions. The Association believes that high school counselors and advisors should be aware of the advantages to students who attend NCATE-accredited institutions. (80, 86)

**J-9. Universal Teacher Rights**

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children and youth of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 89)

## NEW WAVE

# Opening Boxes, Opening Doors

**by Theresa Roybal**

There's an old folk saying: If you want to change things, change them yourself. If you approach technology the same way, it can be an amazing process of discovery.

Six years ago, I was looking for new ways to motivate my students to read and write. I'm a Chapter 1 bilingual resource teacher at Mission View Elementary School in Tucson, Arizona. The student population is 85 percent Hispanic.

My kids were wonderful, but they needed a little extra incentive, a sense of a connection with the world around them, and a way to communicate their feelings and ideas. We found all that—literally—when we discovered our school's computers.

One day a colleague and I realized that our school library had computers—still in their boxes—piled up to the ceiling. We decided to open those boxes and take a stab at making the machines work.

At first, we played around with the equipment, trying a software program here, rejecting one there. In our attempts, we learned—not just about the equipment and programs, but to teach ourselves and our students.

The next year I took a technology course that linked computers with the language arts. I challenged myself to search for computer programs that could be adapted to my own teaching environment. In other words, I was searching for something bilingual.

That spring, the school district invited an expert to talk to bilingual teachers about innovative programs for Limited English Proficient Students. One of his ideas, telecommunications in Spanish, immediately caught my eye.

The idea was simple. Students would learn to use the computer in their own language. They'd then "talk" to other students around the country or even the world. All they needed was a computer and a link to the outside.

**Today, my students have become the** leading edge in technology here in Tucson. They telecommunicate with bilingual Spanish-speaking students in San Diego, California; Toronto, Canada; and Ponce, Puerto Rico. We develop projects that enrich our curriculum with our cultural heritage.

During our first year, for example, we studied murals in surrounding counties. The San Diego students described the gigantic murals on the pillars of the Coronado Bridge. Their descriptions inspired my students to walk around their own barrios. They found a multitude of murals illustrating their heritage.

My students studied Diego Rivera and the artistic styles of the muralists. They learned to use the computer as a research tool as they sought more knowledge. Each time, they talked—electronically—about what they'd discovered about the artists and themselves.

The kids composed newsletters on the computer detailing their discoveries. They wrote down and transmitted to the other schools the legends of their ancestors.

Discovering computers opened a world of writing and communicating that has inspired my students and revitalized my teaching. In the past five years, our students have won various essay, rap, poetry, and art contests. And they helped create Mission View Elementary's 65th Anniversary publication.

Today, we're continuing to explore. We now have two biliteracy labs to help students develop their reading in their first and second languages (Spanish and English). The school has computers for home checkout, and I coach the parents in their use.

There's still the need for software. I've done what I can to translate some programs, and a recent grant helped me locate Spanish software for the district. But little software is made for students of limited English proficiency; a great deal of work remains to be done.

There's so much to find and know about the cultures of our classroom. Technology has become the tool for our discoveries as we build the hearts and minds of future generations.

*Theresa Roybal is a 1990 Christa McAuliffe Educator.*

## PERSONALLY SPEAKING

***If you're unhappy with your financial situation, don't procrastinate. Get started on a change with this timely advice from financial adviser Mary Rowland: The first step is figuring your net worth.***

Your net worth is what you have after subtracting all the money you owe (liabilities) from everything you own (assets). Once you know your net worth, you can better decide how to build on it—by spending less, saving more, or getting a better return on the money you already have.

"This seems like a simple thing to do, but I have clients come in with millions of dollars who have no idea what their net worth is—or even where it is," says Steven B. Enright, a financial planner in River Vale, New Jersey.

**Pull out a pad and get started on a** balance sheet. List your assets on the left side, starting with your liquid assets. Include bank certificates of deposit, checking accounts, money market funds, savings accounts—anything you could convert to cash quickly. Total the assets in this category.

A second category is investment assets. List here the current values of stocks and bonds, mutual funds, life insurance policies, individual retirement accounts, 401 (k) and 403 (b) plans, U.S. savings bonds, other retirement plans, investment real estate, limited partnerships, collectibles, and precious metals.

If you've set up college accounts for your kids, list their value here, too. Although this money technically belongs to your children, it can be treated as part of your balance sheet until they come of age. Including it also shows how you're deploying your money.

Finally, list personal assets. Include your personal residence, any second home you have, and your cars at estimated value. Go light on figuring the value for other items.

Planners disagree over exactly which personal assets—such as clothes and furnishings—should show up on your balance sheet. Some planners, like Barbara Pope, partner in charge of personal financial services at Price Waterhouse in Chicago, suggest listing only those assets with an actual objective worth. In that category, she would include investment-quality jewelry at its appraised value, for example.

Other planners, like Deena Katz, a partner at Evensky & Brown in Miami, disagree. Because part of the purpose of this exercise is to see where your money is going, Katz argues that you should list everything you paid money for, including your skis, clothes, and furnishings. List these personal items at half what you paid for them, Katz says.

When listing the value of your personal assets, consider what—if anything—you could sell them for. Think, too, about how much money you're spending on these "wasting assets" at the expense of assets that will grow in value.

**Total each of the three categories of** assets, then add the totals together. Now take a look at how your assets are distributed. Do your liquid assets represent at least three months' living expenses for your family? If not, one goal should be to beef up that sector by setting up a savings or money market account with automatic deposits from your paycheck.

Do you have significant investment assets? If not, increasing them should be a major goal, because they're the engine for the growth of your balance sheet. In this category, tax-advantaged retirement accounts offer two particular benefits: your assets will grow faster because there's no annual bite for taxes, and your annual tax bill will decrease.

**If you're like most homeowning** Americans, your house is your largest asset. And despite the trouble in the real estate market over the past few years, a home is still a good investment.

The final part of the exercise is to list all your liabilities, or the money you owe. If you own a home, your mortgage will probably be at the top of the list. Add in all credit card balances, personal loans, car loans, student loans, home equity loans, loans against your life insurance policies, bank overdraft line balances, loans from your credit union. Total your liabilities, subtract them from your total assets, and you'll have your net worth.

The overall goal of financial planning is to increase that final figure. Future columns will detail several ways to do this.

*—Mary Rowland*

*Rowland's weekly financial advice column is in the Sunday New York Times.*

# Health

*Information about health factors that affect the way students learn.*

*Robert D. Gross, M.D., is a pediatric ophthalmologist practicing in Fort Worth, Texas, and a clinical assistant professor of ophthalmology at Southwestern Medical School in Dallas. He serves as chair of the American Academy of Pediatrics' section on ophthalmology.*

**How common are pediatric eye problems?**
About 20 percent of all children need glasses during the early years of their lives, so careful screening for pediatric eye problems is critical. We can catch things that are treatable in childhood but may not be treatable or may cause serious medical problems in later life.

**At what age should children have their first eye exam?**
Pediatricians check children's eyes routinely at birth. But the first *vision* evaluation should take place as soon as children are old enough to identify pictures. By the time kids reach three-and-a-half, virtually all should be able to be tested in their pediatrician's office.

**What are the most common childhood vision problems—and how are they treated?**
Amblyopia—or lazy eye—is one of the most common things I encounter. Researchers say that amblyopia affects around 2 percent of all children under the age of 9. That's a very high percentage. It's usually detected when a careful school vision screening test reveals that one or both eyes have poor vision.

Glasses usually correct the problem, but when glasses alone are insufficient, we patch the good eye to force use of the weaker one.

**Other common problems?**
I see crossing of the eyes, which, when it occurs in children over two, is usually caused by farsightedness and can be corrected with glasses. Eyes that turn outward will commonly respond to glasses and/or patching.

And I see a lot of conjunctivitis—"pinkeye"—in school-age children. That can be quite contagious, so it's important for these children to be evaluated promptly.

**How can parents or educators tell when a child has a vision problem?**
Children may exhibit several warning signs, including jerky eye movements, tilting of the head consistently to the same side, undue sensitivity to indoor light, squinting of just one eye in a bright situation, pupils that don't look the same, chronic redness and discharge from the eyes, eyes crossed or turned out, or one eye that seems larger than the other or different in shape.

**Can kids' clumsiness often be traced to vision problems?**
Even a child with 20/200 vision—that's legal blindness—won't run into walls. But a careful medical eye exam is important to exclude vision problems as contributing factors to clumsiness.

**Is in-school vision testing valuable?**
Yes. If children have properly performed vision tests in school, and are routinely examined by a pediatrician, we can pick up 99 percent of abnormalities.

**Do any particular hazards threaten a child's vision?**
Sure, almost anything can be a hazard to the eye—the corner of a table, a cigarette. So you have to use common sense. Of course, children participating in a sport likely to cause eye injury, such as hockey, should use the proper protective face shield. Just as they should use protective goggles when working with a lathe.

**Can children's vision be impaired by TV, bad lighting, or too much Nintendo?**
No. There are a lot of myths out there—that sitting too close to the TV or poor reading light can damage your eyes. These things have no effect on vision.

**Are contact lenses appropriate for school-age children?**
There's one key rule: Children should prove they're willing to wear glasses—without parental nagging—before they get contacts. Contact lenses should not be prescribed for any child who refuses to wear glasses.

To wear contact lenses successfully, patients must acknowledge the warning signs of ocular irritation, be willing to take the lenses out and put on glasses. They must properly clean and disinfect the lenses every night and keep their eye appointments.

If they won't do these things, contact lenses can create an enormous risk for their ocular health and vision.

**What's the difference between a child's seeing an optometrist or an ophthalmologist?**
Optometrists have usually finished college, then gone to optometry school for four years. They've been taught about the eye and how to examine it. They've become experts at refraction and contact lenses. They've also learned how to grind lenses and fit glasses. Some optometrists get limited training in pharmacology and in the use of some medications.

Ophthalmologists have gone to college and four years of medical school, completed a one-year internship, then a three-year residency in ophthalmology. They've learned intensively about medical and surgical management of eye diseases. Some then take additional training to subspecialize in pediatrics, retinal surgery, cornea, etc. They are eye physicians and surgeons.

Parents who are uncertain about where to take their children should consult their pediatricians for guidance.

**What can adults do to help a child with new glasses—and flagging self-esteem?**
You can comment on how nice the glasses look. You can say, "Now we have several kids in the classroom who wear glasses." It's important to stress that the child isn't different from everybody else.

In addition, teachers should be part of the team of adults trying to get kids to keep their glasses on. That's critical. If, for instance, a child with amblyopia doesn't wear her glasses, her vision isn't going to improve.

## Resources

The Better Vision Institute, in cooperation with the NEA Health Information Network and the National Association of School Nurses, offers K-3 teachers *The ABC's of Eyecare: A Resource Guide for Teachers*, which includes information, lesson plans, and a poster.

To get one free copy, contact the Better Vision Institute, 1800 N. Kent St., Suite 904, Rosslyn, VA 22209-2152, 703/243-1528.

For more information, send a legal-sized envelope (SASE) to the Academy of Ophthalmology, Attn: Inquiry Clerk, P.O. Box 7424 San Francisco, CA 94120.

# People

Linda Fischer

## Body by Fischer

In a way, building a school bus by hand was in his blood, explains bus mechanic **Robert Fischer** of Guilderland, New York. Fischer says his late grandfather, tinsmith Henry VanWormer, taught him the skills he used to construct the 1,200-pound bus you see here.

Fischer devoted two years of spare time to putting together the 8.5-foot-long bus and outfitting it with facsimiles of all the safety devices and standard equipment of a full-size yellow bus. The bus has a miniature first aid kit, fire extinguisher, and crossing mirrors.

The completed vehicle, bearing the brand name "Fischer National" and the state license tag "R KIDS," is certified as an instructional vehicle by the state Department of Transportation. It's used to teach K-5 kids safety in waiting for, entering, riding, and leaving school buses. Fischer says all the younsters that age in this upstate community near Albany ride yellow buses to school.

Fischer says the school district administration provided some of the resources to build the bus, and parts and equipment firms donated some of their products. He's dedicated the bus to the students of Guilderland and to his grandfather, the tinsmith.

## Teaching the Can-Do Spirit

**Mary Lee Powell's** students at Neptune Middle School in Kissimmee, Florida, are in the process of converting an unwanted half-century-old cannery into a folk art museum housing local artifacts.

For Powell's students, the chance to perform tangible, hands-on tasks is proving to be a strong incentive to stay in school.

This past year the students have been busy sweeping, cleaning, trimming trees, and working with an architect and general contractor who've donated their time to work at the cannery, located about 20 miles from Walt Disney World.

They're also sprucing up a vacant classroom in their school that will be used for studying quilting, weaving, and basketry.

Meanwhile, the study of the cannery offers a wealth of information about Depression-era America, and the cannery has become grist for lessons about the work ethic.

When students aren't working at the cannery or in the classroom, Powell, a language arts and reading teacher, helps them publish a magazine about the lives of people who settled in the Kissimmee area.

The publication, *Cracker Chronicles*, focuses on local folks, whose colorful pasts and pride in the name "cracker"—originally, someone who cracked a whip to tame wild cows—make for interesting study.

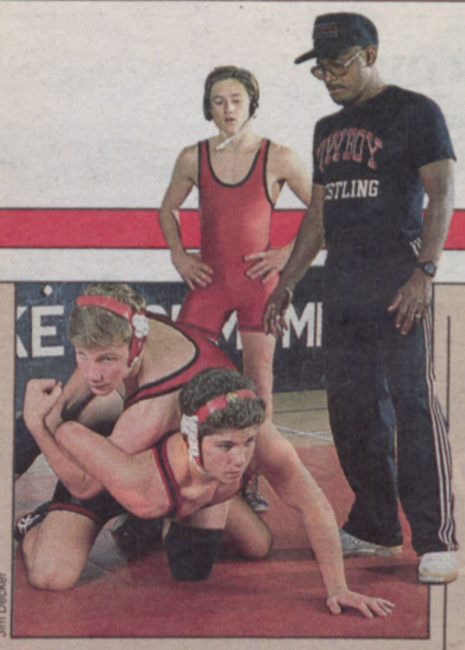
Judy Watson Tracy

## '90s-Style Quilts

Quilting, an old art, takes on a new form with **Jane Dunbar's** first graders in Boise, Idaho.

The Liberty Elementary students honor the Rev. Martin Luther King, Jr., each year by making a "peace quilt" in his memory.

The youngsters start their project by discussing what peace means to them. Then each draws his or her "personal definition" on a piece of cloth—for instance, a kid playing with a dog or



Jim Decker

## Wheel to Mat

Bus driver **Carl Blalark** doesn't have time to linger after he finishes his day's runs for the Clark County (Nevada) schools. He has to hurry off to Chaparral High School where he's the assistant wrestling coach.

Blalark believes he's the only non-certified coach in his district, maybe in the state. But, he explains, the job is posted each year, and if a certified person doesn't apply, anyone can. And Blalark does. This is his fifth year.

Wrestling is Blalark's first love; Chaparral High's his alma mater. He and his twin brother were state wrestling champions for Chaparral in the school's early years of operation in the 1970s.

Blalark is in charge of Chaparral's junior varsity team, and last year led it to a 22-2 record. In his other off-hours, he helps elementary and junior high wrestlers.

"Wrestling is a tough sport," says Blalark. "But kids who participate learn many things, including discipline, self-control, and balance."

Andrew Ratkind

sleeping under the stars with a friend.

Dunbar and parent volunteers tie the squares together with yarn. When the quilt is complete, the class presents it to a recipient in the name of peace.

Last year's quilt (shown here) went to a school nurse called to active duty during the Gulf War. A quilt from an earlier class was sent to a city in the Soviet Union.

An important detail: The youngsters do get to enjoy the fruits of their labor. Each gets to sleep under the quilt for one night before the class gives it away.

## From Couch Potatoes to TV Busters

**Pat Marker**, fourth grade teacher and admitted childhood TV addict, has spurred 12,000 kids in 11 states to eliminate over 1 million hours of television from their diets.

How'd he do it? TV Busters—a simple, voluntary program he started with 19 students in his Cosmos, Minnesota, classroom nearly five years ago.

After hearing about a New Jersey boy who'd gone without TV for a year, Marker challenged his students to give up "unnecessary television" (everything except news and educational TV) on weeknights for one month.

Each morning, Marker's students handed in a blue Buster slip—a note, signed by parents, stating what they did the night before in lieu of TV. These slips became raffle tickets for prizes donated by local businesses or parent groups.

Success was apparent. "Students' attentiveness and grades improved," Marker says. Kids did more homework, spent more time outside and more time with their families. At the end of the month, Marker found, most had permanently lost their appetites for TV's empty calories.

Since then, TV Busters "has really taken off," Marker says. News coverage in *USA Today* and dozens of Minnesota newspapers and radio and TV stations, keeps him scurrying to keep up with requests for more information.

This year, Marker wants to have at least one class in each state participating in one of two TV Busters in October and April.

You can help. To get your starter pack, send $4 for printing and postage to TV Busters-NEA, Box 505, Hutchinson, MN 55350.

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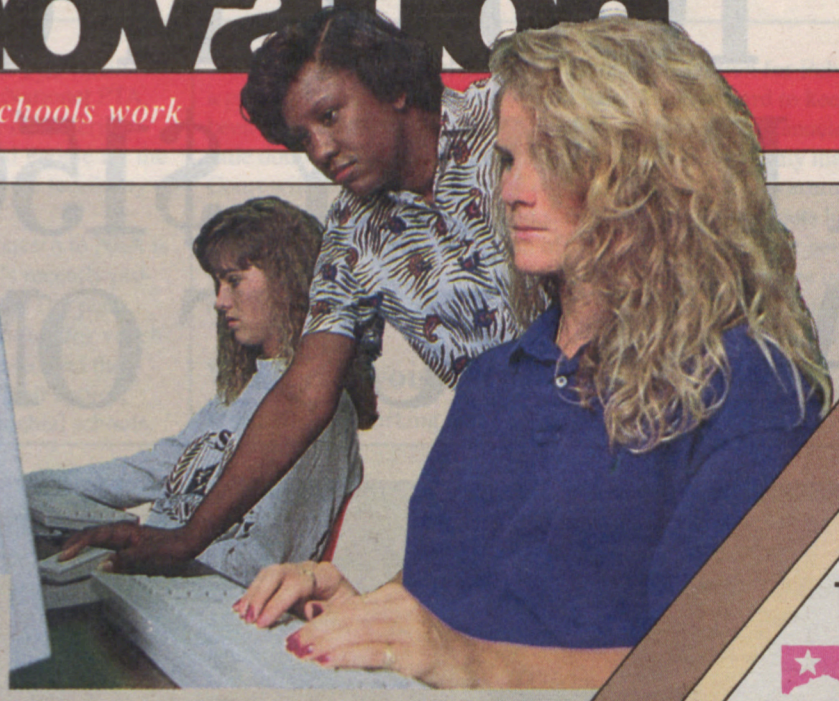
# Innovation

*How NEA members are changing the way schools work*



Chuck Burton

*Team leader Alverette Callaway oversees the work of two students in the computer class for "average" kids.*

## In Charlotte, N.C.

## *Uncommon Classrooms, Undivided Attention*

They're "average students," the kind found in most classrooms, sitting at the back of the room, quietly struggling with assignments. They make do—passing and barely attracting attention.

But attention, says Alverette Callaway, is exactly what they need.

Callaway teaches computer science at South Mecklenburg High School in Charlotte, North Carolina. She also leads one team of teachers in a three-year school program that gives 80 "average" students a class of their own.

"Our School Within a School program is specifically aimed at students who don't stand out," says Callaway, leader of the senior team. "They sit in the classroom and do the work, but don't demand the time or attention of the classroom teacher. As a result, they slide through the system.

"We felt these students would respond if they were put into an entirely different setting, in a smaller class—20 students per teacher—and given individualized instruction," adds Callaway.

School Within a School faculty identify eligible students by their records and teacher recommendations. After a general assembly introducing the program, the faculty contacts these candidates and invites them to join.

"Each student takes English, math, computer exploration, and world history," says English teacher Les Brown. "The classes meet each day during the second through fifth periods."

"This way, we have a four-hour period which we can arrange whatever way we like," says senior team leader Callaway. "We have the freedom to team-teach for two hours or break into individual courses."

"Having the students together also makes it easier to coordinate a field trip or special project," says history teacher Steve Blanton.

Each of the three teacher teams works as a group, comparing notes on curriculum, learning styles, exams, and student behavior.

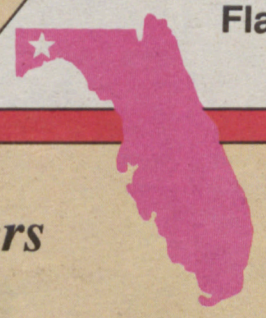
"We're like partners," adds Callaway. "We share information about a particular student. We even counsel together."

The program has received national attention because of its unusual goal of targeting "average" students. Last year, the program expanded downward into the tenth grade.

The students, says Steve Blanton, are responding. "We wanted to give these kids a sense of belonging, a place where they get the attention they need."

*—Anita Merina*

## In Tallahassee, Fla.



## *Teachers Making Decisions for Teachers*

DeSoto Trail Elementary in Tallahassee intends to be a leader: in instituting local site-based decision making and in using high technology to enhance student learning. The school's well on the way to achieving both goals.

Over the past year, the entire 49-person DeSoto staff has been trained in site-based decision making through a joint project of the Leon County Classroom Teachers Association and nearby Florida State University. Currently, an 18-person committee decides, for example, what periods each teacher teaches, which instructional materials to use, and how building space will be allocated.

"Teachers making decisions for teachers about what's best for children is a tried-and-true approach," says decision-making facilitator Phyllis Porter. "It's great to see the way school employees act when we've been empowered to make decisions crucial to the school."

The 18-member team is made up of 11 instructional staff members, 5 noninstructional staff, 1 parent, and 1 member of the administration. This year, says Porter, the team will have another parent and a central office staff member.

The decision-making team has also written the annual school improvement plan, after polling the entire staff as well as parents. What's more, the team refined a technique of using a concise agenda for getting business taken care of in a weekly 30-minute meeting.

Site-based decision making has helped the school run more smoothly, but other factors have also improved student learning.

For one, the school has an informed and active PTA, and it's made an effort to reach out to the business community. The resulting ties have enabled the school to buy the latest high-technology equipment. Collaboration with the Florida Department of Education, CENTEL, and IBM has equipped the Desoto Trail School to get complete NASA programming. The school also has its own satellite dish and a closed circuit television station, WDTS.

"The high technology we've been fortunate in acquiring is just another way that we're aiming to be in the forefront of school restructuring," concludes Porter.

*—Victoria Lytle*

Tom Burton

*Kids feel right at home in the studio of WDTS, the student-run closed-circuit television station at two-year-old DeSoto Trail Elementary in Tallahassee, Florida.*

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## LEGAL TIMES

# Do You Know Where Your Tax Dollars Are Going?

This month, the federal government will begin funding vouchers that parents may use to pay for the religious instruction of their children. It's true: your tax dollars soon will be subsidizing sectarian worship services and religious indoctrination.

### How is this possible?

Last year, Congress enacted the Child Care and Development Block Grant Act of 1990, setting aside $732 million for fiscal year 1991 and authorizing another $825 million for 1992.

The states must use part of the money to help parents pay for before-and-after-school child-care services and to improve child-care standards in day-care centers. The rest must go to low-income parents through certificates/vouchers they can use to pay any child-care provider they choose. Both relatives and church-run day-care centers are eligible.

Although NEA supported the effort in Congress to improve the availability and quality of child care, it fought strenuously to prevent the legislation from becoming a private school voucher program or a church subsidy. NEA was only partially successful.

None of the child care funds can be used to pay private school tuition. But parents can use the money to pay religious institutions for child-care services that include "sectarian worship or instruction."

### Is that legal?

While an argument can be made that the program violates the Establishment clause of the First Amendment, the Supreme Court now distinguishes between a direct government subsidy of religious institutions, which is unconstitutional, and channeling money to such institutions through individuals, which is permissible.

In *Mueller v. Allen* (1983), for example, the High Court upheld a state law providing parents with a tax deduction for certain expenses incurred in sending their children to any school (public or private).

More recently, in *Witters v. Washington Department of Services for the Blind* (1986), the Court held that a student who qualified for a state scholarship could use the money to pay for religious study at a private Bible college.

Both programs were sustained because the government aid flowed to the religious institutions by virtue of the individual's "private choice," rather than directly from the government.

NEA staff members have met with representatives from the National PTA, American Jewish Congress, American Civil Liberties Union, and People for the American Way to discuss the feasibility of a legal challenge.

Of more immediate concern to NEA is the Bush Administration's recently proposed school voucher plan. The plan would provide federal funding for vouchers that parents could use to send their children to the school of their choice, including private and parochial schools.

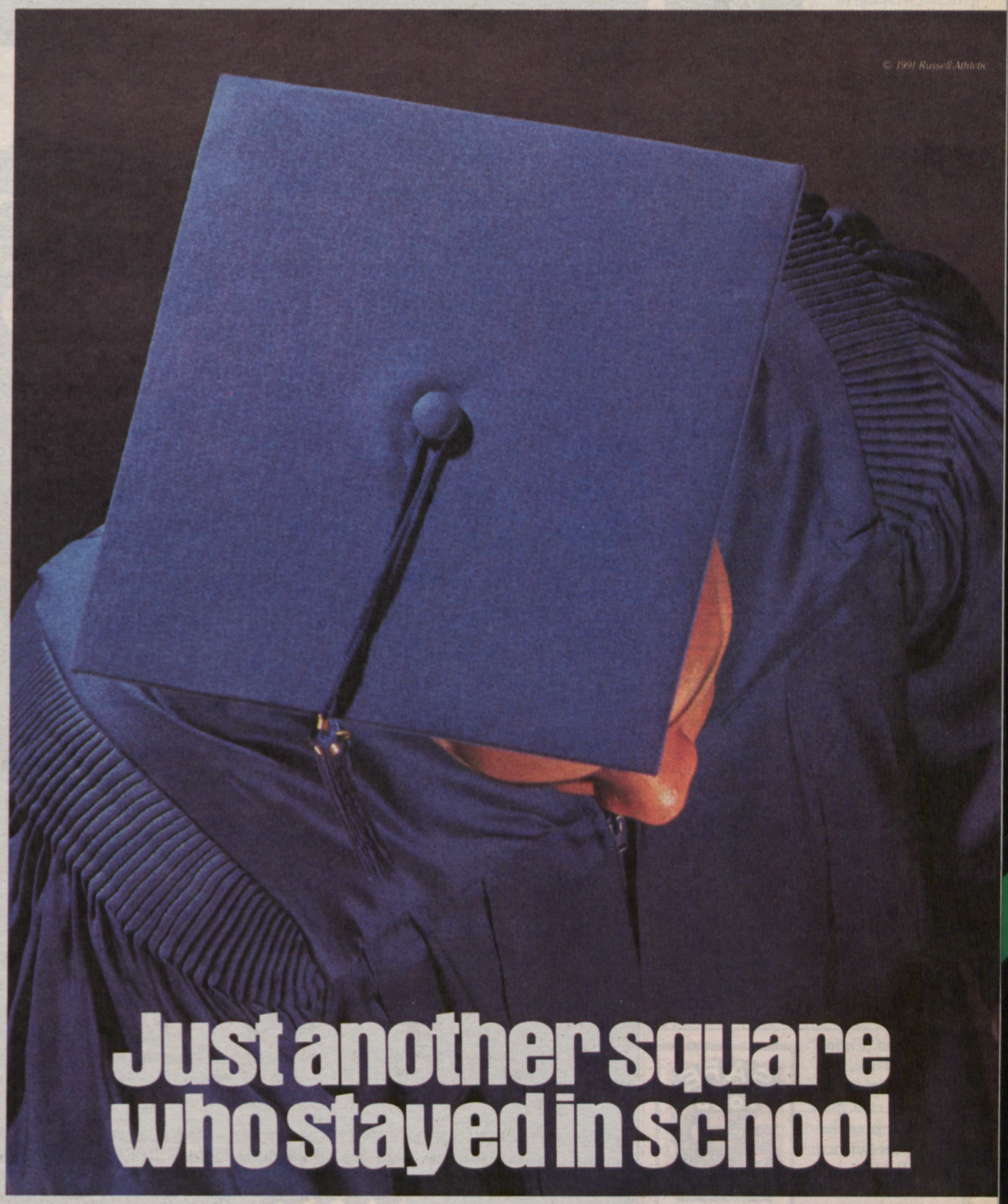
There's little question that 10 years ago a private school voucher plan would have been declared unconstitutional; there's little doubt that today the current Supreme Court will sustain it. The "wall of separation" between church and state has been dismantled by a succession of Reagan and Bush Administration appointments to the High Court.

### What can you do?

While NEA is working with the National Coalition for Public Education and will lobby hard to keep the Bush voucher plan from being enacted, success will depend on how loudly the folks back home object.

NEA Government Relations is mobilizing a grassroots lobbying effort, and *every* NEA member needs to write to his or her representatives in Congress, urging them to reject the Administration's voucher proposals. The future of public education depends on it.

—*Michael D. Simpson*
NEA Office of General Counsel

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# RESOURCES

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### SPORTS

***Football Superstars Album 1991.*** Richard J. Brenner. Offers brief player biographies, color photos,careerstatistics, a wrap-up of last year's postseason games, and predictions for the 1991 season. 48 pp. $3.95 plus $1.35 p&h. Ask about discounts on orders of 25 or more. East End Publishing, 54 Alexander Dr., Syosset, NY 11791, 516/364-9723.

### STUDENT TRAVEL

***The Teenager's Guide to Study, Travel, Adventure Abroad.*** Council on International Educational Exchange. The latest edition of a directory of overseas programs available to U.S. high school and college students. Prepay $11.95 plus $1.50 p&h plus your state's sales tax to CIEE, Publications, 205 E.. 42nd St., New York, NY 10017.

### SOCIAL STUDIES

***The March to War.*** Edited and introduced by James Ridgeway. *Village Voice* columnist James Ridgeway selects journalistic and other commentary on the recent Gulf War—including press analyses from the build-up period, as well as excerpts from Gen. Schwarzkopf's famous press conference/ strategy review. 244 pp. Four Walls Eight Windows. $9.95. From booksellers.

### HEALTH

***Safe Food: Eating Wisely in a Risky World.*** Michael F. Jacobson et al. Staff members from the Center for Science in the Public Interest offer menu selection and preparation guidelines to help consumers avoid foods whose value is compromised by pesticides or other harmful additives. Living Planet Press. 235 pp. $9.95. From booksellers or from CSPI, 1875 Connecticut Ave., N.W., #300, Washington, DC 20009.

### WRITING

***Writing in the Real Classroom.*** Les Parsons. Answers questions related to organizing the "writing process" classroom, such as how to set up writing folders or organize peer revision or student journal writing. 112 pp. $13.50. Heinemann Educational Books, 361 Hanover St., Portsmouth, NH 03801-3959.

### PEDAGOGY

***Study Skills.*** Mary Ann Rafoth and Leonard De Fabo. Presents a research-based model of information-processing and describes ways to teach skills, such as memorization, note-taking, more directed reading comprehension. 32 pp. Stock no. 1088-4-00-FF. $3.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

### CLASSROOM REFERENCE

***Facts Plus: An Almanac of Essential Information.*** Susan C. Anthony. A teacher-developed almanac of statistics and other reference materials. 256 pp. $15.95 plus $1.50 p&h. Instructional Resources Co., 1013 E. Dimond Blvd. #188, Anchorage, AK 99515.

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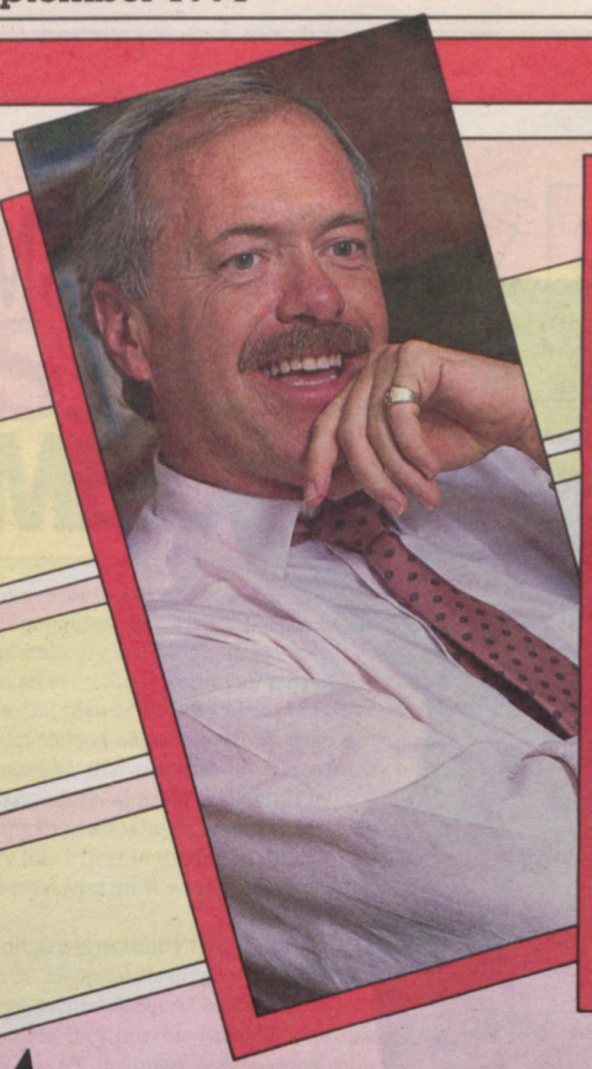

# HE'S BACK, SHE NEVER LEFT, SHE JUST GOT HERE

***A heartwarming story: two veteran teachers—one back in the classroom after four years as local president—team up with a novice to teach sixth grade.***

*A year ago this fall, Paul Schmidt, Bev Fox, and Sarina Compoz became the sixth grade teaching team at Westgate Elementary School in Lakewood, Colorado, a suburb of Denver.*

*Schmidt, who'd been a full-time release president of the Jefferson County Education Association, was back at Westgate with Fox, his longtime teaching partner. Compoz, just out of college, was in her first job.*

*Last spring, as the three reminisced about their golden year together,* NEA Today *staff writer Nancy Needham turned on the tape recorder. Here's some of what was said.*

## The first day of school

**Paul:** Fifteen minutes into the first day a kid told me to "get f---ed." A minute later I had him by the collar in the office.
**Bev:** I had a kid by the collar, too. Then Sarina came by.
**Sarina:** I had just been laughed at by my whole class because my heel fell off.

## "The kids have changed"

**Paul:** In the four years that I was away, kids became less motivated, less in control of themselves, more excitable.
**Bev:** Especially this group of incoming sixth graders. I didn't think the teaming situation—kids changing classes—would work with them.
**Paul:** So we decided to plan as a team, but not teach as a team. I couldn't believe it—back to self-contained classrooms!
**Bev:** One reason kids have changed is that the mix of families has changed in this community. The newer houses are condos or rental apartments—with more single-parent families.
**Paul:** Behaviors once associated with inner-city kids are showing up here in the suburbs because parenting skills and values are beginning to resemble those of the inner city. The 'burbs aren't what they used to be.

## The 'values vacuum'

**Bev:** I had a child say he'd do a report on Hitler, and I couldn't understand why. At the end of the report he explained: "because the gangs worship Hitler's grave." It seems local skinheads were celebrating Hitler's birthday.
**Paul:** There's a "values vacuum." Family values don't exist as they used to. So when kids see skinheads at the roller rink glorifying Hitler, they pick up their values.

## On teacher education

**Sarina:** The toughest thing for a first-year teacher is being able to adapt to reality. In college, when you picture a learning center, it's big, with an electric plug, and six or seven wonderful kids reading.

What I learned in college lasted about six minutes.

## The team gets behind Sarina

**Sarina:** Bev and Paul taught me to lighten up on some things....
**Bev:** ...and be more demanding on others.
**Sarina:** After something went wrong, they'd question me, make me go back and investigate things I wouldn't have thought to look at, like was the kid up all night?
**Bev:** We have to teach kids to cope: "I know being up all night is rough on you, but you have to cope with school."
**Sarina:** They also helped me to see that I'm not the only one to feel unsuccessful.

I can say to Bev: "I used up all my week's lesson plans by Tuesday," and she isn't disapproving—she laughs and says "here's what to do."

## A mentor for Sarina

**Paul:** But we realized we wouldn't have enough time to really help Sarina, so we got the district to hire an ex-teacher—Mary Lou DeGuire—to do one-on-one mentoring.
**Sarina:** Mary Lou would tell me how to teach something, organize it, get rid of what doesn't work—eliminate trial-and-error.
**Paul:** Now when Sarina asks us how to do anything, we just laugh and say "look in the district guide" or "ask Mary Lou."

## Taking on 'whole-language'

**Bev:** For whole-language there isn't any guide.
**Paul:** Whole-language came in while I was gone, but unlike Sarina at least I had 15 years' experience.
**Sarina:** I was lost, because in college I only had exposure to basal readers. I didn't know how to use literature to teach reading and writing.

Mary Lou helped me get a sample of the kids' writing and figure out how to assess their achievement.

## On teacher recruitment

**Paul:** What's upsetting is that the profession almost lost Sarina. Even though the district was supportive, glad to recruit a Hispanic teacher...
**Sarina:** ...actually they wanted me to be principal, but I said let's wait a year...
**Paul:** Seriously, like many new teachers, Sarina was put in a situation that bore little resemblance to what she knew—which was how to teach science and math; here she teaches everything.

What would have happened if we had not said to the principal, "You will give this person a mentor?"

## Wait'll next year

**Bev:** Our biggest priority for next year is to decide whether, with a sixth grade group that seems calmer, we can go back to teaming.
**Paul:** We have to think about how we would move students between classrooms.
**Sarina:** And whether we'd get first or last lunch.
**Bev:** We've looked at the class lists for next year. There are certain kids we want to go to Sarina—she's so young and vibrant.

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LOOKING AHEAD

# Making SENSE of MEDIGAP

***Medicare, Medigap—which covers what? Here's a guide to help you understand both, and the effects of a new law.***

Increases in Medicare deductibles and copayments that went into effect this year make a good Medigap insurance plan an even more important part of the financial plan of persons about to retire. Fortunately, Congress recently passed regulations that will make it easier for consumers to shop for and enroll in Medigap plans. Until these new laws go fully into effect in the fall of 1992, however, you must watch what you buy.

**Medicare is actually two programs:** Part A, Hospital Insurance, and Part B, Supplemental Medical Insurance. Together, they provide benefits to people over age 65, the blind and disabled, and those with permanent kidney failure. To be eligible for Medicare, you must have contributed a minimum amount to the Social Security System by working a certain length of time in "covered" employment. Most, but not all, of the cost of Medicare is funded through Social Security payroll taxes.

Medicare costs and benefits are different this year than last, and next year they'll be different again. This year, the monthly premium for Medicare Part B is $29.90. Social Security recipients can have this amount deducted from their benefits check. If you're eligible for Medicare, Part A is free. If you're not, it costs $177 a month.

If you go into the hospital, you must pay the first $628. Part A pays the rest of the charges for the first 60 days. Then, through the 90th day, you pay the first $157 per day and Medicare pays the rest. After that, you can draw on the 60 lifetime reserve days allotted you, during which Medicare pays everything over the first $314 a day. Beyond those days, you pay the entire bill.

If you're out of the hospital more than 60 days and then have to go back, you'll have to start over with the $628.

Medicare partly pays 100 days of *skilled* care in a nursing home, with some severe restrictions. After the 21st day, you pay $78.50 per day. Under certain conditions, Medicare also pays for home health care, up to 190 days (lifetime total) of psychiatric hospitalization, and up to 210 days of hospice care.

As for doctor's and surgeon's bills, you pay the first $100. After that, Part B pays 80 percent of the "approved amount." Medicare pays for a Pap smear every three years and pays 80 percent of the approved amount ($55) for a screening mammography every other year.

Medicare doesn't pay for either prescription or over-the-counter medications unless they're taken in a hospital or hospice.

For more details about Medicare coverage, contact your local Social Security office for a free copy of the 1991 *Medicare Handbook*.

**As you can see, there's a lot Medicare** doesn't cover. The insurance industry has responded with "Medigap insurance," policies specifically designed to pay for some or all of what Medicare misses. A good policy can provide a lot of extra security for a reasonable price.

Complaints of sales and marketing abuses by some unscrupulous companies and agents led Congress to pass the Medicare Beneficiary Assistance Act last October. This law requires that all Medigap policies be guaranteed renewable, and makes it illegal to sell insurance policies that duplicate Medicare coverage or any Medigap policy the customer may already have. It's also illegal to sell such policies to Medicaid recipients. The following provisions will take effect in the coming months:

*Fall 1991:* Nobody can be denied Medigap insurance for health reasons who applies for it within six months of becoming eligible for Medicare.

Pre-existing condition clauses don't apply to policyholders replacing an old policy whose exclusion period they've already met.

An insurer's individual policies must return at least 65 cents of each premium dollar in benefits, on the average. Its group policies must return at least 75 cents. Insurers whose policies fail to meet these requirements must give refunds or credits.

*Fall 1992:* All new Medigap policies must offer one of ten standardized packages of benefits. If you've already got a Medigap policy, keep it until next year's standardization. If you don't have one, shop around. Don't buy more than one Medigap policy, however.

For more information about Medicare and Medigap insurance, contact the United Seniors Health Cooperative, 1331 H St., N.W. #500, Washington, DC 20005.

Being a member of NEA-Retired can make finding good Medigap insurance easier. NEA Special Services offers the NEA MemberCare Medicare Supplement to members age 65 and over. For more information about this and other material available to NEA-Retired members, call the NEA Member Services Center, 800/637-4636.

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### PUBLICATIONS

**Project 10 Handbook:** Addressing Lesbian and Gay Issues in Our Schools, Dr. Virginia Uribe, Founder of Project 10, LAUSD. 80 pp., $13 ppd. Project 10, Fairfax H.S., 7850 Melrose Ave., L.A., CA. 90046.

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National Guide to Educator Empowerment, 1991 Edition, (Princeton, N.J., Education Interface, ISSN 1056–1005; ISBN 1–87 8059–07–6), 523 pages, 800 programs). Types of programs profiled in the Guide: Awards for Excellence; Grants, General, Grants for Institutions; Grants for Curriculum Development; Fellowships, Scholarships & Research Grants; Professional Training & Development; Seminars & Workshops; Internships; Summer Programs; Partnerships, Advisory Councils & Committees.

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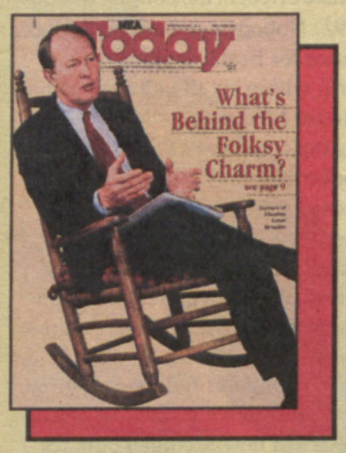
# Letters




## Get Serious

Let's take Secretary of Education Lamar Alexander at his word. In the May/June issue, Alexander suggested that "The Smithsonian, for example, could operate a school in Washington, D.C."

For real, does Alexander seriously believe that the august deans of the Smithsonian want to spend their days counting lunch money and their nights grading papers?

Does Alexander believe that the Smithsonian, with a perennial budget problem of its own, could afford to take on several hundred students, even with vouchers that cover what Washington, D.C. spends on the education of its children?

And is the Smithsonian willing to accept ALL the students public schools are forced to accept?

Lamar Alexander's rhetoric resembles the claptrap that was radical chic 20 to 25 years ago. If you remember then, it was also quite fashionable to assume that children in public schools needed to be rescued from the insensitive, racist imbeciles who chose to teach there. It was also chic to "experiment," using the children of the poor as guinea pigs. For the most part, these "experiments in alternative education" failed miserably. And the public schools were left to clean up the mess.

Public schools do not need more flaky, half-baked pipedreams. Public school teachers, like the front-line soldiers in Operation Desert Shield, need back-up. For teachers that means more money, smaller classes, decent classrooms, extensive counseling and psychological support services, less bureaucracy, and less red tape.

*William Miller*
Los Angeles, California

The article on the new Secretary of Education was very disheartening. His statements about supporting continued funding for education by states rather than the federal government is very rigid.

The funds do not all "come out of the same pockets" in the way that he implies. It would be nice if we could have a referendum on how our federal tax monies should be spent. Perhaps the government would discover that people would prefer better education to a military buildup or more space exploration.

It's hard to believe the Secretary of Education was presented so favorably in the article, given the content of his responses.

*Tracy Lyon*
Holyoke, Massachusetts

## Caller ID Revisited

If callers have my phone number, I have a right to have theirs. As your article in the May/June issue points out, caller ID is like a "front door peephole." Why should the caller have the advantage?

True, if the phone rings and the caller ID equipment reads: "private," I can refuse to pick up the phone—and I hope people learn to do that. However, the thing is still ringing and annoying to me.

I have a button on my phone that turns off the bell so it won't ring. Perhaps people with caller ID should have a button that prevents the phone from ringing if the number of the caller is blocked. Attention telephone companies: I would certainly go for that!

People who feel they have to conceal their numbers or identities can use a pay phone.

*Sylvia-Lee Arleigh*
Limestone, Maine

## Facing Reality

All I can say is that James Pyne (NEA Today, "Debate," May/June) must be living with a bag over his head. He must not have ever seen students caught in the terrible web of drug addiction. Student athletes are in a position of being role models in schools. As role models they must be drug free and clean. There is nothing wrong with random drug testing.

It's only the uninformed bleeding hearts who wrap themselves in the Constitution by saying random drug testing is unconstitutional. Pyne better read the Constitution again because it states that these laws are for the common good.

If Pyne feels that drug testing of athletes is preferential treatment and elitist, then I wish him luck the next time he flies on an airline where the pilots use his same sick, weak statements on drug testing.

Contrary to what Pyne thinks, there is a *real* world "out there" and there is a *real* war on drugs.

*Steve Johnson*
Pittsburgh, Pennsylvania

## A Poor Pay Picture

I am writing to protest the biased nature of "The Pay Picture" supposedly showing the national teacher pay scale in the May/June issue. This is another in a series of such pay scale "pictures" that gives, I feel, a very distorted view of what teachers make in the classrooms of today.

No doubt my address tells you that I make somewhere close to the $30,387 mark shown for the state of Florida. Hogwash! I make several thousand less than that, and that is with over 14 years to my credit; most make less than I.

The only people I know who are making the kind of money your pay scale indicated are administrators, specifically principals, many of whom make twice to nearly three times what I personally make.

If you take their salaries and average them in with the active classroom teachers, I can easily see where the $30,387 comes from. But that is biased data and gives a very poor picture of the actual facts for John Q. Public to read and make an issue of. If we are so well-paid, why do we keep crying poverty? That is what readers will think, anyway.

Correct me if I am wrong, but that is not the picture I would like to paint for the taxpayer of the profession I chose because I like doing what I do, not because it pays "big" money. How about it?

*W. E. Jennison*
Sanford, Florida

*Ed note: The state salary figures collected by NEA Research don't include administrators or even instructional staff who aren't teachers.*

## Good Job, Today

Regardless of a few complaints (Re: Faye Wattleton article, March), keep up the good work! You are not too far "left" for me or my friends, who are all teachers.

We all see the need at our high school for more sex education; better, more available birth control; and women's reproductive rights. These should all be part of "education," too. Educators should not bury their heads in the sand. Your interview of Planned Parenthood's director dealt with the legal rights of women. Those who are opposed to abortion are not being forced to have one!

*Diana Freeberg*
Peoria, Illinois

There are apparently many NEA members (number unconfirmed) who feel that the Association is being captured by what they term left-wing ideologues who want to push their propaganda on an unsuspecting membership.

This harangue sounds more like sour grapes in the face of a rational—dare I use the term humanistic—viewpoint. No group or idea is perfect, but the more viewpoints are seen and heard, the more we add to the body of knowledge for which the NEA stands.

*Steve Wolf*
Avon, New Jersey

## No Favorites, Please

How nice that the coach at Alliance High School has funds to hire an academic adviser for his boys' basketball team (Idea Exchange, May/June).

Wouldn't all students benefit from such a program? Why are the athletes singled out for such special treatment? Many other students would also do well with the extra attention.

*Tre Frane*
Orinda, California

## Wise Up

In reply to Art Wise's wanting five years of teacher training ("Teaching's Toughest Critic," April): prospective teachers can't afford another year of college.

A beginning teacher in Texas makes $16,200. I have two master's degrees and 10 years' experience. My salary is $23,000. I am still paying off my student loan.

Teachers may need to be trained, but they also need to be paid.

*Sandra Mooney*
Edgewood, Texas

## Where's the Nurse?

The student health article in your April issue on the school pediatrician was very interesting.

I wonder if his school districts have school nurses who are supervised by him or consult him. School nurses are involved in all the activities he mentions, except for AIDS or hepatitis screening.

Unfortunately because of budget cuts, school nurses have more students to care for, more paperwork, and less time.

*Gladys Johnson*
Denver, Colorado

## Call for Papers

The American Education Finance Association invites all interested persons to submit papers and proposals for large and small group sessions at its convention, to be held in New Orleans, Louisiana on March 18-22, 1992.

Please submit abstracts of no more than 300 words each to A.E.F.A. President-Elect David Monk, American Education Finance Association, 427 Kennedy Hall, Cornell University, Ithaca, NY 14853. Deadline is Oct.15, 1991.

Calvin Grondahl, *Ogden Standard-Examiner*, Newspaper Enterprise Association

# Debate

## Do Schools Really Need Principals?

YES

*Dan Cherry is a sixth grade teacher at Towle Elementary School, Newport, New Hampshire, where he's president of the Newport Teachers Association and a negotiations team member. For five months last year, Cherry and his colleagues at Towle administered the school themselves.*

NO

*Hazel Tribble, a veteran elementary teacher and active member of the Indianapolis Education Association, teaches at the Key School in Indianapolis, Indiana—the subject of this month's cover story (see pp. 10-11). Tribble says a traditional principal wouldn't work for Key School.*

Tom Strickland

Last January, our principal announced he'd accepted a position as assistant superintendent in another school district. After February vacation he would be gone.

The superintendent gave us three options for the remainder of the school year: hire an interim principal, hire a permanent principal, or run the school ourselves.

We chose the third option. We would administer the school ourselves, but keep open the option of hiring an administrator if the system failed.

Our management model was a democratic one, designed to address the needs of both students and staff. All classroom teachers had the option of participating in the program, as well as of choosing the degree of their participation. Decisions would be made at faculty meetings where each teacher would have one vote and the majority would rule.

After these foundations were established, the rest of the system fell into place. We decided to have a nonteaching "administrator of the week" (A.O.W.) to handle the everyday operation of the school. Every participating teacher would be A.O.W. for one week at a time.

**We established a rotation and were** on our way. Every Wednesday we held a faculty meeting led by the A.O.W. We kept a running list of agenda items in the A.O.W.'s office. The meetings were lively and productive. We had a genuine exchange of ideas. We changed duties, reworded policies, organized activities; we ran our school.

The A.O.W.'s week was varied and busy. There were staff meetings, administrative meetings, sessions with parents, discipline referrals, hours of paperwork, and calls by sales reps.

And there were duties we hadn't foreseen, such as finding substitutes at 7 a.m., reprogramming malfunctioning bells, smoothing out transportation glitches, ordering supplies for next year, and helping to serve hot lunches.

Although we grew together as professionals and individuals, we found there were aspects of administrative leadership that we could not provide due to our lack of knowledge and experience.

For one thing, a building principal has a vision of the school in its entirety. We did a good job handling the daily operation of the school. However, changing the administrator every week made it very difficult to have any long-range goals for the whole school.

A.O.W.'s had only a week to carry on projects started by their predecessors, implement new ideas, make necessary changes, and assess future needs.

Second, I never realized how possessive we are of our students. All of us who were A.O.W.s were torn at some time over what was happening in our classrooms.

We had made lesson plans, but to what degree was the substitute carrying them out? We never really knew. Knowing that someone else was doing our teaching job created a void.

Third, our system had inconsistencies. We had guidelines that provided direction. However, the latitude within those guidelines made for some minor inconsistencies. The students in our building sensed the inconsistencies more than we did.

And finally, though we performed a variety of administrative duties, there were some responsibilities we just didn't take on. Imagine what would happen if over a long period of time a school had no one on board who had a principal's knowledge of evaluation, school law, budget development, building maintenance, or bond issues.

**As intermittent administrators, we** had the opportunity to experience the educational system from a vantage point that's usually hidden from teachers. We learned that teachers can deal successfully with the daily ins and outs of school operation, but that a principal deals with much more than that.

We learned that principals are essential to the success of a school. They allow us to do our job—which is to educate all who enter. Schools do need principals. In fact, last June we hired one.

The reason the Key School has a principal is because the district wouldn't let us have the school if we didn't have a principal.

Key School is an experimental school. The eight teachers who designed it four years ago understood that they couldn't transform the learning environment for children unless the role of the principal was redefined. Luckily one of those teachers—Pat Bolanos—got the title of principal.

Of course, Pat isn't a traditional principal. If she were, the Key School wouldn't work. In fact, as far as I'm concerned, the traditional top-down education hierarchy—with the principal as its final link—can take the blame for our educational system's failure to work.

**So Key School isn't run from the top** down. I think of Pat as a "systems manager," someone who knows all the components of the learning environment—the teachers, the students, the community—and sees them in terms of the good of the larger body rather than the good of any component part.

Pat is the school's liaison to the community. She takes our dreams and finds a way to make them a reality—for example, by finding college professors who can help with student portfolios. Or, as in my own case, by finding a professor who can consult on eco-economics, a subject I offer in a multiage student group we call a "pod."

Pat also represents us to the community—giving talks at luncheons, having visitors in, responding to numerous inquiries from the press.

On Fridays Pat meets with a voluntary student leadership group. Sometimes this responsibility puts her in the role of liaison between students and teachers.

Recently, the student group reported that kids wanted to sit with children from classes other than their own in the cafeteria. Pat helped them figure out how they could make that work. Then the students came to a faculty meeting and together we worked out the fine points.

As for the teachers, a systems manager helps create situations where we can communicate with each other about our teaching. No more isolated cells.

From the beginning at Key School, we've had a faculty planning session every Wednesday afternoon. It's a time for us to discuss what we need in our teaching—scheduling, curriculum writing, even problems with particular students.

Twenty years ago, if you were a teacher and you needed help, you would never ask for it. After all, the principal evaluated you, and the other teachers, isolated in their classrooms, were your rivals for having the best bulletin board or the best-behaved class.

You'd never have done what one teacher at Key School did recently—come into the planning meeting and ask us why the second grader in her singing "pod" who was supposed to have a wonderful voice never sang.

The child's regular teacher agreed to investigate and discovered what the problem was: the girl didn't think she could sing "that loud."

She told her not to worry about singing loud enough. That didn't matter. Just go ahead and sing. So she did. End of problem.

But more happened here than that a child's problem was cleared up. A teacher's problem was cleared up because a place existed where she could bring the problem and not be put down for admitting it existed.

We've learned to look at teacher problems not as someone's fault but as products of an environment, which can be examined for the clues it offers to children's behavior.

**When the barriers between teachers** are broken down, intrinsic motivation can flourish. We'll happily follow clues, solve problems—avoid quick fixes.

Traditional top-down managerial techniques, on the other hand, create barriers and thwart intrinsic motivation.

It's time we got rid, if not of principals, then of a managerial style that never bothered to address the educational goals of children and their families.

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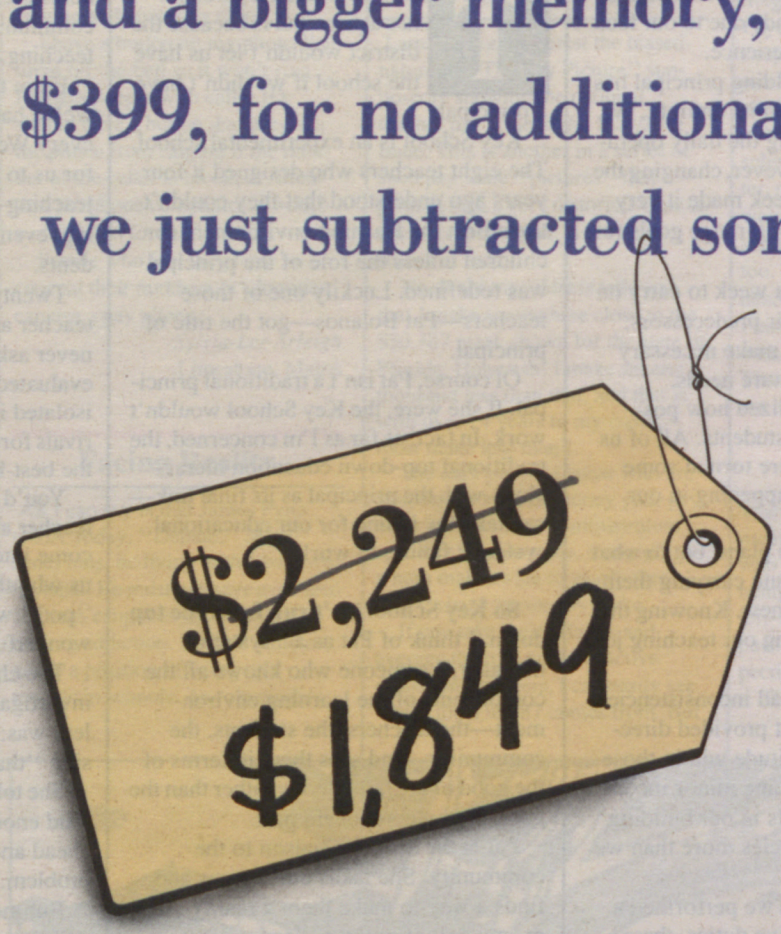

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